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DIFFERENCES IN NATIONAL FEDERATION AND N.C.A.A. RULES

INTERSCHOLASTIC

Substitute may communicate with teammates after reporting.

A substitute may start a quarter or enter during that quarter, be taken out and sent back in.

A lineman who has been legally shifted to the backfield may return to position when he legally re-enters game.

SUBSTITUTIONS

COLLEGIATE

Substitute may not communicate.

Re-entry in a given quarter is not allowed.

A shifted lineman may not return to the line.

RULES OF ENFORCEMENT

INTERSCHOLASTIC

Penalty for a foul in the scrimmage zone can not result in the ball being carried more than half the distance to the goal line.

Distance penalty for a disqualifying foul is 15 yards. Enforcement is same as for any unnecessary roughness foul.

COLLEGIATE

This applies only inside the one yard line.

Penalty is loss of half the distance. Exceptions to general rules are made if such a foul is one of a double nature or happens during a free ball or on a play during which there is a major incompleteness.

FORWARD PASSES

INTERSCHOLASTIC

Forward passer may be at any point behind line of scrimmage.

Penalty for a forward pass from beyond the line is 5 yards and loss of down from the spot of the pass. This applies even though the pass is incomplete in the end zone. Thus, a team receives credit for distance legally gained prior to the pass.

Penalty for a pass not from scrimmage is the same as for a pass from beyond the line.

Handing the ball forward to an eligible teammate one yard behind the line is not a forward pass, and if a pass accidentally strikes an ineligible player in the line it is not a major incompleteness.

Penalty for foul prior to or during a pass is from previous spot unless it is interference by B (spot of foul) or interference by A in B's end zone (Touchback).

COLLEGIATE

Passer must be 5 yards behind line of scrimmage.

Penalty is loss of down from previous spot and in some cases it results in a touchback.

Penalty is 15 yards from spot of the pass.

Handing the ball forward is a forward pass, and touching such a player in the line is a major incompleteness.

Spot of enforcement for such fouls depends on nature of such foul, whether it is before or during the pass and whether it is by A or B.

KICKS

INTERSCHOLASTIC

A kicked ball remains a kicked ball only until it has been in possession. Scrimmage ends with change of possession.

A punt is not allowed on any free kick and no free kick may be made from a side zone.

Accidental kicking of the ball is treated the same as if the ball had been merely touched.

A kick is a loose ball and is considered in possession of the kickers as far as enforcement of a penalty is concerned. If a foul occurs prior to or during a kick, the usual penalty is enforced from the previous spot (spot of the kick if during a return-kick) unless it is illegal touching or fair catch interference. The general rules, without exceptions, apply to fouls during a kick-off and ball is kicked again after enforcement.

A loose ball, including a kick, may not be intentionally batted or kicked.

COLLEGIATE

A kicked ball remains a kicked ball until the end of the down even though possession might change several times. Consequently if a foul happens any time during the down it is a foul during a kicked ball. Exception is made for kick that does not cross line. Scrimmage continues until down ends.

Punt is not allowed on kick-off but may be used after safety or fair catch. Some free kicks may be from the side zone, others cannot.

Accidental kicking is treated the same as intentional kicking if the ball strikes the foot.

A kick is a free ball and if a foul occurs, the type of penalty and spot of enforcement depend on whether it is before or during the kick. Also certain fouls during a kick-off draw penalty from succeeding spot and kick is not repeated.

A kicked ball may not be kicked and it may not be batted in an end zone but it may be batted backward in the scrimmage zone except when it is illegal touching.

OUT OF BOUNDS

INTERSCHOLASTIC

A foul occurring after the ball is out of bounds between the goal lines or in any other continuing action following the whistle is considered a foul between downs since the ball was dead before the foul happened. The foul could not have influenced the gain or loss. Consequently penalty is enforced from the succeeding spot, just as for any other fouls between downs.

Strict enforcement of penalty for tackling a runner who is out of bounds is made mandatory.

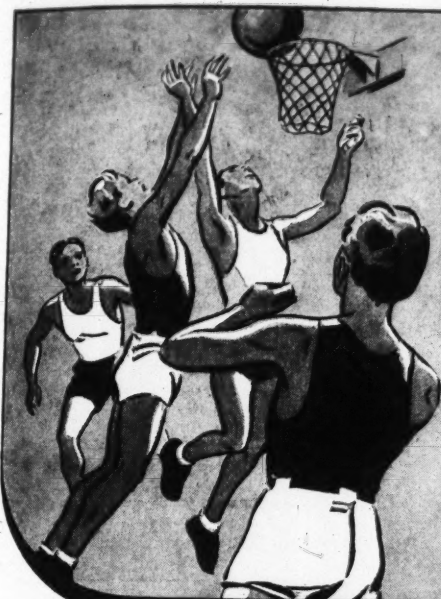
If fumble or backward pass is touched simultaneously by two opposing players and goes out of bounds, it is awarded to team last in possession to be consistent with other situations.

COLLEGIATE

For above foul the spot of enforcement varies depending on whether it is in the field or outside and whether or not it is against the runner.

Rule on tackling out of bounds is not as rigid.

In similar situation ball is awarded to team which did not put ball in play even though possession may have changed.



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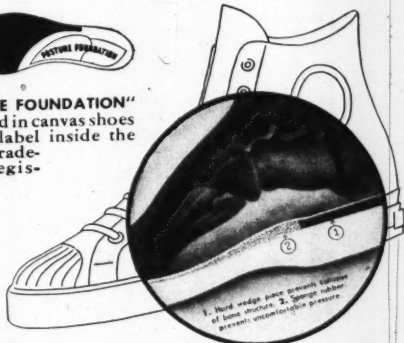


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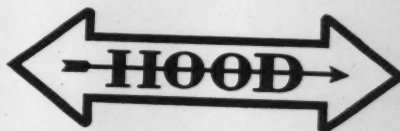
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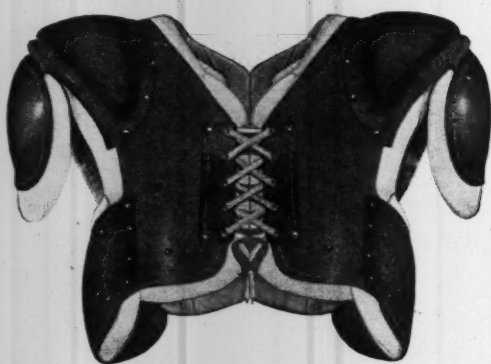
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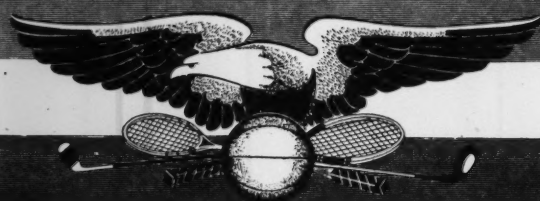
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THE Great White Father in Washington, we are given to understand, is about ready to give up any hopes he may have harbored for a third term. During the past few years, he has had more people after his scalp than the Notre Dame football team. But that isn't the reason why he won't defend his title in 1940.

He made up his mind to retire undefeated when he heard that Ouachita College was planning to vote Republican in the next election. This was the finishing blow for the people's champion. It was the first concrete sign that he was losing his grip. For Ouachita is located in a section of Arkansas where a Republican is a museum piece. If a Democrat can't carry this Shangri-la, it's time to say aloha to his political ambitions.

And yet the president has only himself to blame. When he shifted Thanksgiving Day from the traditional last Thursday of November to November 23, he threw Ouachita's football schedule completely out of gear. You can't do this to Ouachita and get away with it. For football is the sacred cow down that way.

The president can't say he wasn't warned. When he first announced his intention of moving up Thanksgiving Day, Ouachita, through its coach, Ben Walton, issued an ultimatum, "We will vote Republican if you interfere with our football." The president must have been on a fishing trip when this unheard-of threat reached Washington. We could hardly believe he would have gone ahead with his proposal had he received it in time. At last reports, Ouachita was preparing to secede from the Union.

Ouachita was not the only college that had its football dates knocked off-side by the August ukase. Approximately 30 percent of the leading colleges in the country were affected. Many coaches and athletic directors wondered if they

should have sent their 1939 schedules to the president for ratification. As it now stands, unless last minute changes can be arranged, many teams will be playing their traditional games on a business day in the middle of the week. And how can they now retire the bonds on

mighty good thing.

June in January

WHILE F.D.R. was throwing Thanksgiving Day for a seven-day loss, he might just as well have made a few other helpful adjustments on the calendar. Many of our holidays are pretty much scrambled and wholly unscientific. We doubt whether any good athletic director would have arranged such a loose schedule.

For instance, Lincoln's Birthday and Washington's Birthday are entirely too close together. Why can't one of them be shifted to August, which has no holiday at all, or May, which has none until Decoration Day, except for Bunker Hill Day in Massachusetts.

Or the president might work one of the birthdays into January, which has nothing at all after the first, and make some new arrangements for July 4th, which really is too close to Decoration Day and Flag Day, all celebrations of the same sort. Columbus Day might be given a warmer setting than October, especially in Chicago where it con-

flicts with the commemoration of the great fire. After New Year's Eve does New Year's Day have to come?

If Mr. Roosevelt really wants to make a hit with a lot of people, he can abolish a couple of dates. They are not exactly holidays but are of even greater moment to many Americans. They are the dates on which the income tax is due.

(Concluded on page 56)

Here Below



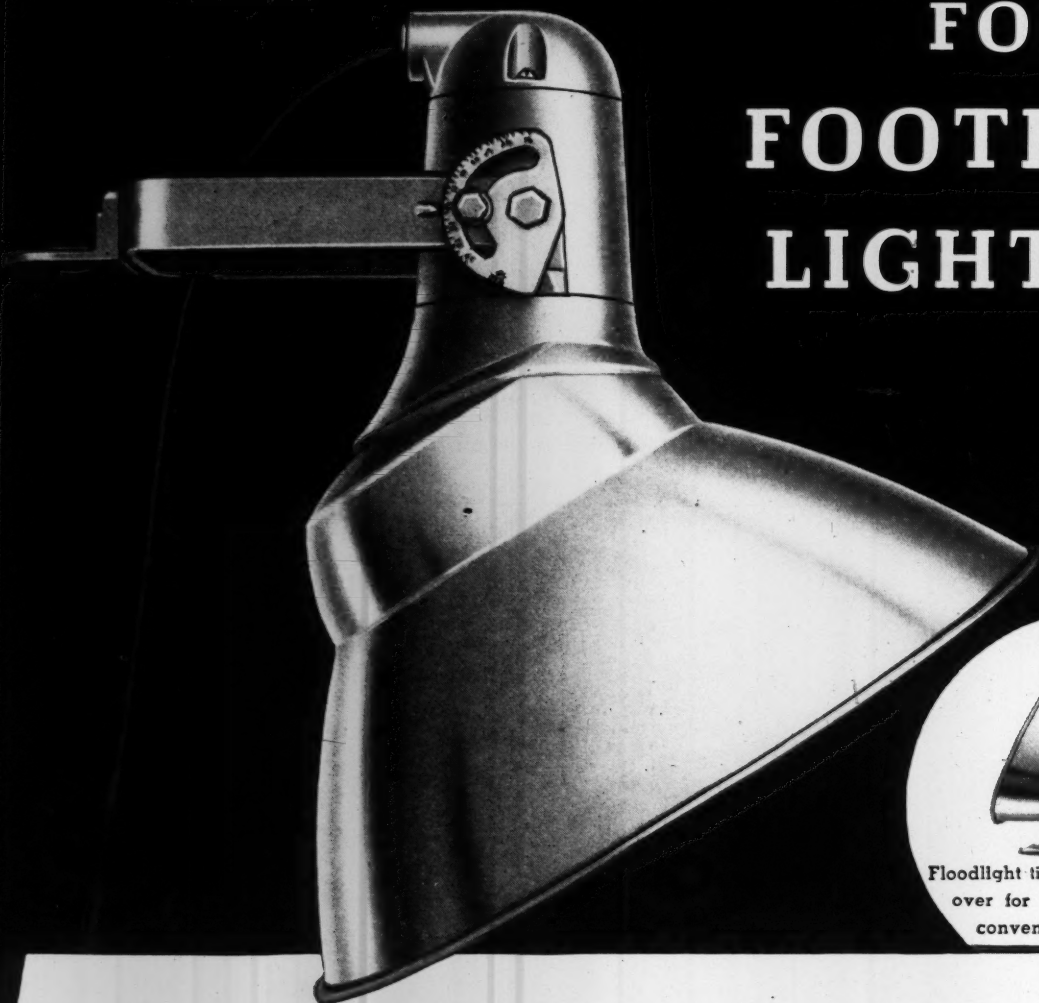
Yardley in The Baltimore Sun

Add victims of the speedup.

that million dollar stadium? At least one college has promised to send the president a bill for the loss.

While we can sympathize with the schedule makers in their frantic efforts to shift around their Thanksgiving Day dates, we are not particularly excited about the president's proclamation. The truth of the matter is, every Saturday during the fall is Thanksgiving Day to us. We

A NEW FLOODLIGHT FOR FOOTBALL LIGHTING



A new Crouse-Hinds floodlight, illustrated above, has been developed with particular attention devoted to the servicing problems involved on such athletic field installations as football lighting. This floodlight has an adjustable stop mounting, so arranged that it can be tipped completely over for convenience in relamping and cleaning and automatically returned to its exact original setting.

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This new type MUA floodlight has the same reflector and light characteristics as the well-known Crouse-Hinds MUA floodlights, which have been used by the thousands on all types of athletic field lighting for several years. To the already proven merits of this floodlight from a lighting standpoint, has been added this refinement of mounting, which provides an indispensable aid to the maintenance man.

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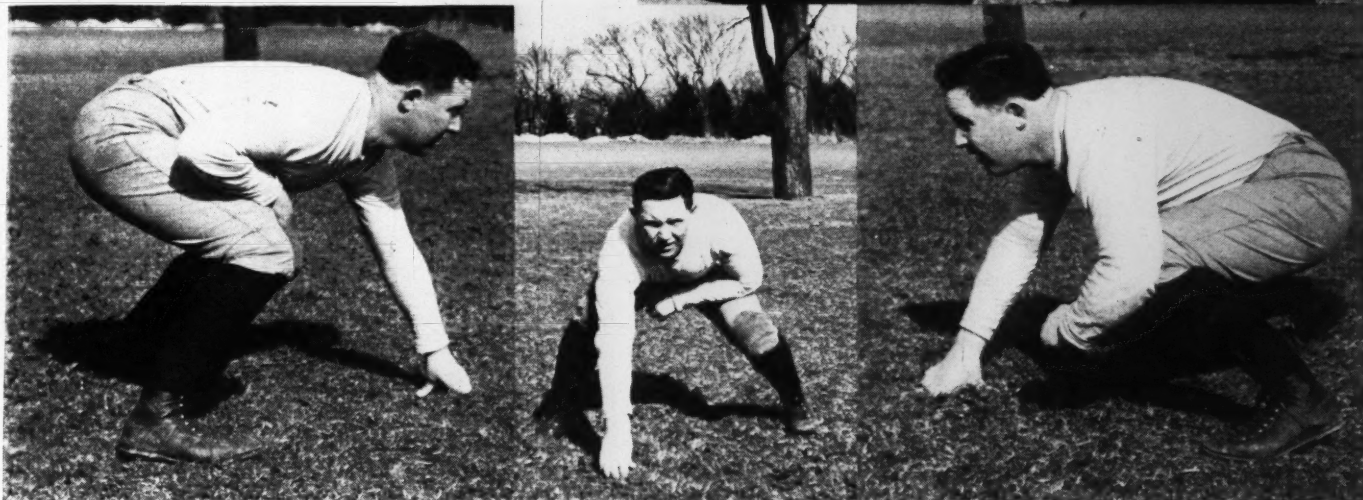
CROUSE-HINDS COMPANY

SYRACUSE, N. Y., U. S. A.

Guard Play

By Frank Leahy and Joe McArdle

Right: The authors—Frank Leahy, head man at Boston College, wearing the long face, and his aide, Joe McArdle. Leahy's first article for Scholastic Coach, "Center Play," written while he was line coach at Fordham (N. Y.), appeared last September.



DURING any confabulation centering around the merits of all-America teams, someone will always crop up with the story about the famous all-American picker who burst in on a coaches' meeting one evening and shouted, "For God's sake, won't somebody give me the name of a guard?" Guards seldom catch the eye of the man in the press box. They are rarely spectacular because the very nature of their assignments precludes the possibility. And yet they are essential cogs in every system of offensive and defensive line play.

On defense, they must cover all the territory from the center to points slightly inside the defensive tackles. Since most plays that come over the guard's territory break with the least possible delay, he is called upon to withstand a terrific initial thrust. Therefore, he must be able to execute whatever maneuver he has in mind without any loss of time. When the offensive guards are pulled out to run interference, the defensive guard should drive through the hole and into the enemy backfield. He should be able to fade

out to protect against passes as well as rush the passer.

In general there are three types of defensive guards. If the man is very powerful or unusually clever at sensing plays, he may play a waiting game. He will check the opponent with his hands, diagnose the play and follow it around. The hand-fighting guard will diagnose the play and observe its developments while preventing the opponents from reaching his body. This type of guard always places his hands on the opponent, either driving forward or retreating, according to the situation in front of him.

The third and most popular type of defensive guard is the charging guard. This man usually plays the situation: charging forward and sustaining his charge, charging forward and then retreating to follow the play, or fading back to protect against passes. His principal objective is to cross the line of scrimmage by the use of the hands or by driving across with a head and shoulder charge.

His stance may vary according to the type of charge he may wish to execute. But he should still be able

to pull the unexpected from the same position. In the picture on the far-right (above), the guard is using a three-point base or tripod stance. The shoulders and the seat are very low with the weight resting on the balls of the feet, one foot behind the other. The right hand is on the ground and the other is free for striking purposes. It does not rest on the thigh as in the offensive stance. The head is up, the eyes open and the neck bulled. From this position, the guard can easily drop both hands to the ground or rise to a crouched position.

The guard's stance on offense should be one that will enable him to move forward, backward or laterally easily and effectively. The type of stance illustrated in the picture on the far left (above) will enable the guard carry out his assignment on any type of play. The feet are well spread with the toes pointing straight ahead and the weight largely over the balls of the feet. There is little weight on the ground hand. It supports just enough to give balance. The opposite hand rests lightly on the thigh just above the knee. The knees are



as wide apart as the feet and the head and eyes are up with the neck bulled.

Up to this point, the stance shown in the picture could be called orthodox. A glance at the position of the tail, however, will show that it isn't. Whereas in an orthodox stance, a player will line up with his tail low and close to his heels, the guard in the picture has his shoulders and tail on the same line. It seems a waste of time to set up a man with his seat around the heels when you consider the fact that his tail must come up when charging straight or pulling out. The boy can make his initial move much more expeditiously when he starts from the higher tail position.

Pulling Out

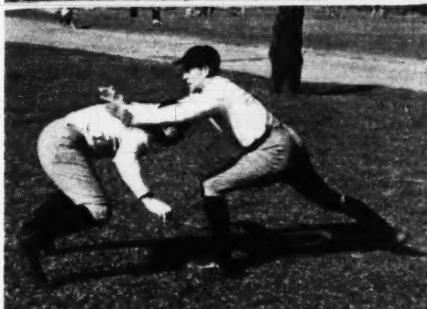
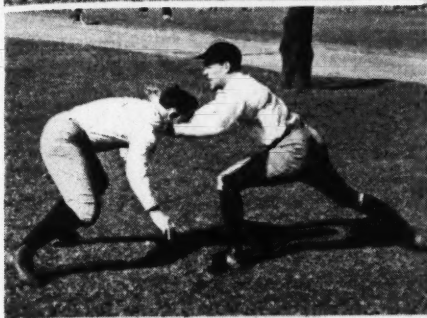
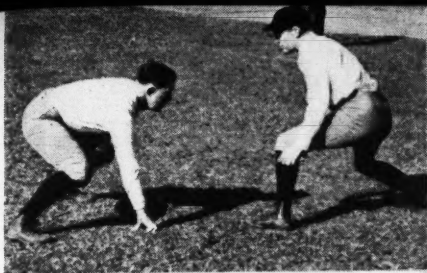
When linemen are being used to run interference, it is imperative that they get out of the line quickly. The start is not a natural movement and necessitates considerable practice before it is mastered. The whole idea of the pivot is to get out in a second or two without telegraphing the movement.

Various methods are used to fit certain types of formations and systems of play. In the accompanying pictures, the guard employs a simultaneous pivot and step to pull out. From his regular offensive stance, he gives a slight push with his grounded hand (right), and pivots and steps to the right with the respective foot and leg. He stays low when turning and keeps his head up.

In the fourth picture, the body turn has been completed and the player is about to plant his right foot. The left arm has been removed from its resting place on the thigh and is swinging forward while the opposite arm is being drawn backward. In the next picture, the arms are beginning to pump vigorously and the left foot is driving across. The first few steps of the pull out are necessarily short so that the player can pick up speed and get on balance quickly and effectively.

In the sixth picture, the guard has his body under complete control and is ready to turn up the field. He plants his outside foot in the next picture and then turns. From this point on, he focuses his eyes on the opponent and attempts to establish contact. As he draws up close in the ninth picture, his head is up, his arms are pumping and his body is well under control. In the last picture, his weight moves forward and he is all primed for the actual contact.





Left: Shoulder Block

On bucks directed over their territory, offensive linemen are expected to drive their opponents out of the way. A good shoulder block is probably the most effective weapon there is to move a man in a desired direction. The pictures show a guard riding an opponent completely out of the play.

From the regular stance position with the head up, feet well spread and outside foot back a few inches, the guard weaves under the defensive player's hands, shoots his head past the opponent's thigh and makes contact with the head, neck and shoulder. As the shoulder makes contact, the outside foot is immediately planted in the ground and lateral motion is started (fourth picture). The feet are still well spread at this point and the guard is using short choppy steps to turn his body sideways so that he can move the man in a direction parallel to the scrimmage line.

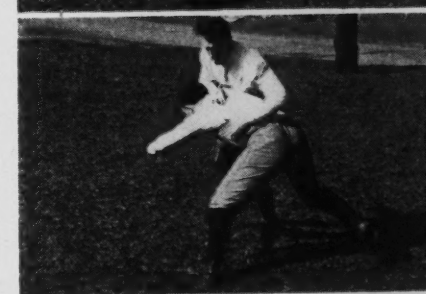
In the fifth and sixth pictures, the guard has definitely pinned his man and is making effective use of his neck and shoulder to turn him. The last picture shows the opponent being moved in the desired direction. Note, throughout this block, how the guard kept his head up, tail low, back straight, eyes on target, and wide base. By moving his man sideways, the guard has taken him completely out of the play. Often, when a defensive lineman is taken straight back, he is still able to make the tackle after the play has gained a few yards.

Right: Block on Pass

On forward pass plays, one or two linemen are usually brought back to block for the passer. The pictures show a guard pulling out to block on the tackle or end.

As the ball is snapped and the defensive man starts charging across the line, the guard pivots and determines just how fast the opponent is coming in. After gauging his speed, the guard continues pivoting and steps back with the left leg (third picture). This step is a deeper one than he would ordinarily take on an off-tackle run, and brings him to a position in the backfield where he is certain to reach the rusher before the latter gets to the passer.

Instead of waiting for the defensive man at this point, the guard keeps moving toward him. In the sixth picture, the guard is ready to establish contact. He comes in close to the man and hits him fairly high with a reverse body block (seventh picture). Once contact has been established, the guard starts digging and spinning, making certain to retain his feet so that he can run with the opponent if necessary. The last picture shows the guard in a nice position to move with the rusher.



ADAPTING THE DOUBLE WING TO SIX-MAN

By Herbert E. Phillips

For the best results, the ball should be hidden at all times and faked at least once on every play

In his first year of coaching six-man football at Monticello, Fla., High School, Herbert E. Phillips produced a team that won runner-up honors in state championship play. He believes that deception is the keynote to the six-man attack and for that reason employs an adaptation of the double wingback system.

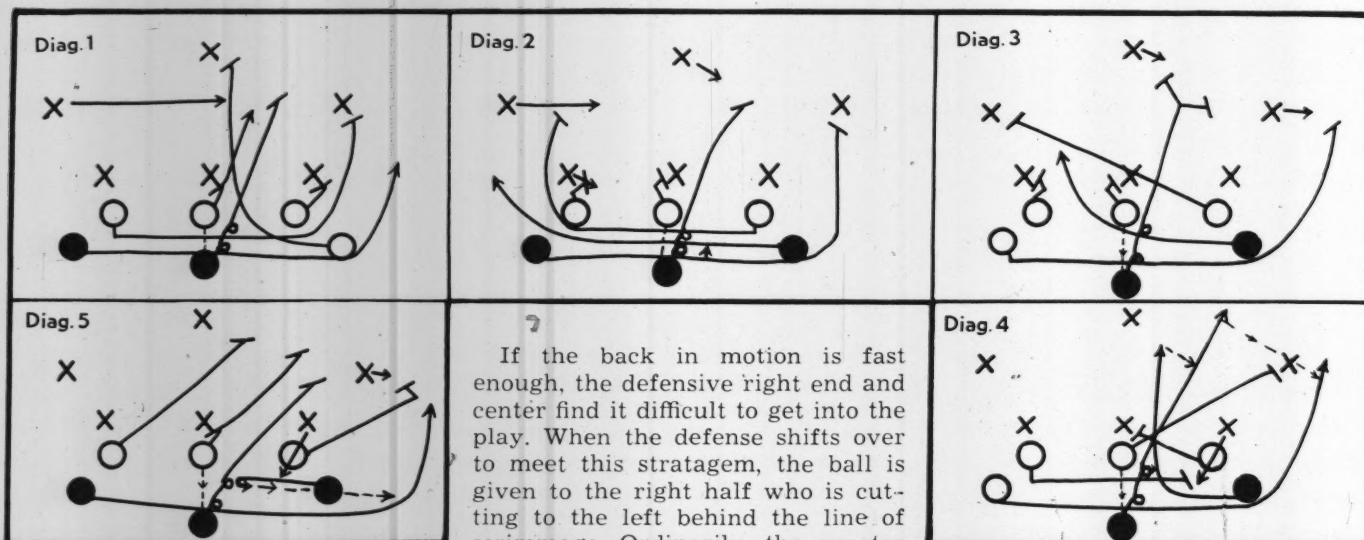
FUNDAMENTALLY, there is little difference between the six-man football offense and the attack in the regulation game. Both types of offense are based on the same principles. To be successful offensively, you must have good blocking, hard running, expert ball-handling and smart quarterbacking.

facing in. As signals are being called, the left half wheels and starts running at top speed to his right. He runs on a line parallel to and just in front of the quarterback. When the timing is perfect, the half is about two steps from the pivot man when the ball is snapped. The ball-handler pivots with the runner and hands him the ball or retains it.* Instead of hand passing, the receiver may occasionally throw a six-inch pass. When thrown directly back by the quarter as he is turned with his back to the line, the clear pass is just as deceiving as the hand pass.

sponsible for most of the blocking up front. They should keep varying their positions in order to get the required angle on the men they are going to block. If they are good at securing angles, they won't need anything special to ride out their men. Otherwise they may have to resort to cross-blocking and mouse-trap tactics.

Ground plays

Five of Monticello's favorite running plays are shown in the accompanying diagrams. These plays work both to the right and left with either



The six-man offense, however, is bolder and more aggressive. With fewer men on the field and a liberal forward passing code, the game places a higher premium on diversified attacks, encouraging the coach to utilize every means of deception he can. At Monticello our teams have been getting good results with a double wingback formation featuring a man in motion. This mobile player enables us to eliminate one, and sometimes two, defensive men from the play without much blocking. This, coupled with the deception gained by expert ball-handling, gave Monticello an offense last year which was forced to pass only nine times in ten games. It was really never stopped.

In our basic offensive formation, both ends are split about four yards out from the center. The spinner or pivot man (quarterback) lines up directly behind the center and the halfbacks deploy outside the ends,

If the back in motion is fast enough, the defensive right end and center find it difficult to get into the play. When the defense shifts over to meet this stratagem, the ball is given to the right half who is cutting to the left behind the line of scrimmage. Ordinarily, the quarter just fakes to the half on the play.

In adapting this system of offense, it is advantageous to let the ball-handler be the quarterback. This man rarely carries the ball unless he shifts positions with other players. For this reason, he neither works as hard nor indulges in as much bodily contact as the other backs. Hence, he is in much better condition to concentrate on play sequence and strategy.

To get the most out of the double wingback system, the ball should be hidden at all times and faked at least once on every play. The ends are re-

back in motion. The spinner man lines up from two to three yards back, the ends split varying distances and the halves are about a yard out and back of the ends, facing in.

The play shown in **Diag. 1** may be considered the basic play of the double wingback system. It requires clever faking and perfect timing between the center, the spinner and the back in motion. The end pulling out may vary his position and should play closer to center in order to get out speedily. There is one disadvantage to this closer end position, however. It allows the defensive end to get closer to the play and increases the danger of his getting into it. At first appearances, it may also seem that the end's departure from his usual style of playing will serve as a tip-off to the play. This is not so. The end often assumes the same position on plays to his inside.

On the snap, the left end pulls out and blocks the defensive half in. The

*There is no universal set of rules in six-man football. The code governing play in one section of the country may not necessarily be the same as the code in another part of the country. The conference Monticello plays in employs practically the same set of rules as the regulation eleven-man game with centers ineligible, ten yards to be gained and forward and backward hand passes permissible behind the scrimmage line. In the situation described above, it is perfectly legal for the runner to receive a hand pass and run with it. This would not be legal under the Epler and National Federation codes which require a clear pass from the receiver of the center snap to the runner.

center checks his man with a shoulder block and goes up the field after secondary if the running back is fast. If the runner is slow, he pins the defensive center with a long body block. The right end blocks his man in. He may shift out to get an angle if the man lets him. If the opponent refuses to fall prey, the end may keep driving him out until the play may be run inside. The left half is in motion. He takes the ball at full speed and conceals it artfully, even if he has to put it on his hip for a step or two.

After the spinner gives the man the ball, he continues on into another spin and fakes to the right half, who goes up the field after the safety. The spinner, by hard running, may get down the field in time to block the other defensive half coming across.

Diag. 2 shows the check play to No. 1. The left half again takes the ball but is purposely careless about hiding it. The right half comes back a little farther and the ball is handed to him by the left half. The blocking on this play is simplified by the fact that the defense is all primed to stop the first play and is coming over to the right. The right half may either go in front of or behind the left half on their exchange. A variation of this play gave us a long touchdown against Bristol, state champions. The spinner kept the ball and fed it to the right half coming behind him. The spinner did not turn at all but kept his back to the line.

Diag. 3 outlines Monticello's favorite ground gainer. The players may block as illustrated or they may employ the blocking assignments shown in **Diag. 4**, which is the same type of play. The blocking in **Diag. 3** goes well against opponents who are being sucked in, while the cross-blocking in **Diag. 4** is feasible against more alert opponents. There are numerous other possibilities for plays from the same set-up. The left half may run inside end and he may also throw a number of passes on the run.

Diag. 5 shows another strong running play. The quarterback spins, fakes the ball to the man in motion, spins again and hands the ball to the right half, who has taken two steps toward center. The right half turns and flips the ball laterally to the left half who has swung around in a wide hook after the fake. If the end is not coming in fast, the right half may throw the ball underhand with his back to the line.

The rules that permit the coach so much latitude in the development of an aerial attack boomerang when it comes to building a pass defense. The beginning six-man coach should

not expect to perfect the air-tight pass defense that is possible in the eleven-man game. The six-man system or style must be flexible and keyed for emergencies. An incident in one of Monticello's games may serve to illustrate the point.

Our opponents had marched all the way down to the five-yard line where they lined up with first down and goal to go. They were held twice on the five-yard strip and as they lined up again there wasn't a soul on the field who did not know what was coming next—a pass. At this point we rushed the school's eleven-man tackles into the game as ends. The boys weighed 205 pounds and 180 pounds, respectively. The quarterback called the signals, reached under the center for the ball and tossed it to his favorite spot just behind the defensive line. No one was there.

The two offensive ends were buried under ours, one halfback had been knocked down on the line of scrimmage, the center was tied up and there just wasn't anyone to throw to. Fundamentally, that was our pass defense. Fritz Crisler, under whom I played at Minnesota, used to say, "They can't complete 'em if they have no one to catch 'em."

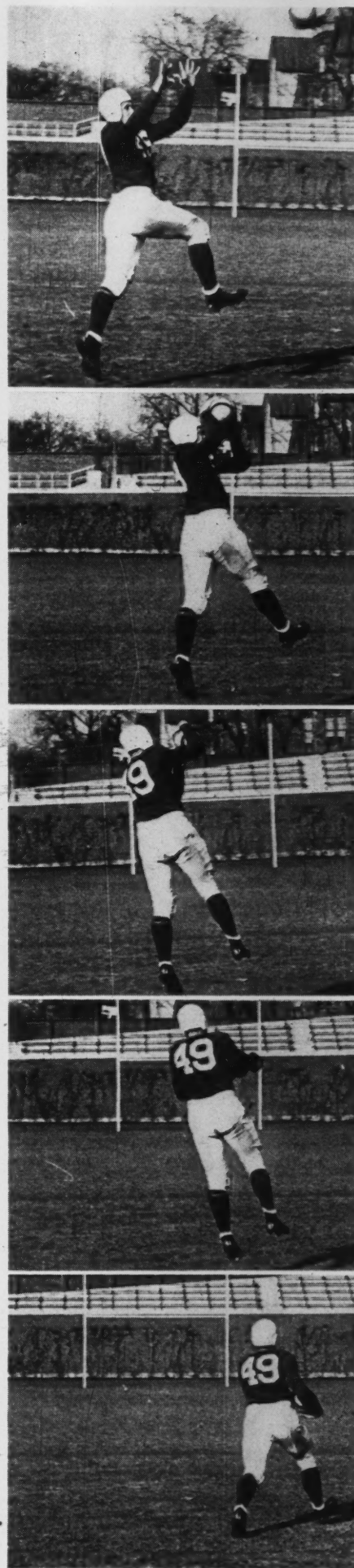
In our system of pass defense, we play the ends, big or small, on either three or four points directly in front of the opposing ends. They may crash like regular guards or tackles, applying a stiff forearm shiver when they do so, or get contact and slide when they see it is a running play. Whichever way they play, they are never supposed to turn their men loose if there is a possibility of a pass. With the opposing ends tied up, the defensive backs can play like eleven-man ends.

The center, we have found, can do more damage by playing like a guard. He lines up directly in front of his man, ties him up and deals out a lot of punishment. By playing on his hands and knees, he stops everything through the middle. Our sixth man

(Concluded on page 38)

Tinsley Catching

"When the ball is thrown to the receiver above shoulder level," says Bo McMillin on page 45, "the receiver is expected to make the catch with the thumbs in." In this set of pictures, taken from the new football film, "Post-Graduate School of Football," Gaynell Tinsley, one of the greatest ends in pro football, gives a perfect demonstration of the correct technique. He takes off from the ground with both feet and reaches for the ball with fully extended arms, loose wrists, fingers well spread and the thumbs pointing inward. The hands give with the catch and the fingers apply immediate pressure. Only when the ball is safe in his hands does Tinsley take his eyes off the ball's flight.



From Coaching School Notebooks

"Dutch" Meyer

THE answer to Texas Christian University's amazing success with the forward pass is Leo "Dutch" Meyer. In five years of head coaching, Meyer has never fielded a team that couldn't pass and pass well. T.C.U. has running strength but gains ground overland because it offers such a virulent passing threat. In short, Meyer reverses the usual balance between running and passing.

At the Boston College and American Football Institute coaching schools, Meyer broke down his passing game into its component parts and with diagrams and demonstrations showed exactly how to build up each component. To his way of thinking, the success of any passing game is directly proportional to the quality of the passers, the receivers and the protection.

The passer

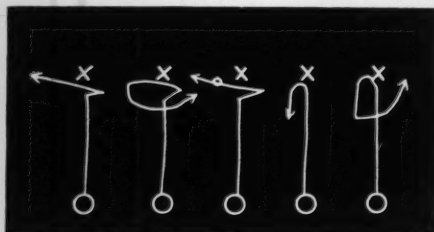
The first consideration is the passer. He must be a boy with lots of poise who can stand back and pick out his eligible receivers without being fazed by big, hard-charging rushers. He cannot be a "jitter-bug," the type of boy who will throw the ball anywhere just to get rid of it. When all receivers are covered, he is expected to pick out an empty spot and ground the ball without taking a loss or jeopardizing possession. The passer must also have a keen sense of anticipation. He should sense when his receiver is about to break into the open and have the ball waiting for him when he looks up.

The ball is thrown with a free-arm movement very much in the same manner as a baseball catcher whipping the ball to second base. Long passes should be thrown higher and softer than short throws, which must be thrown quite hard and without too much spin in order to assure a measure of success.

The ball itself is gripped lightly and thrown with the nose up. Most of the gripping pressure is supplied by the thumb, which is held on the lace, and the two middle fingers. The forefinger is the last member to leave the ball and is snapped directly at the receiver. If the player has the habit of keeping the nose of the ball down, a tough ball to catch, he may be advised to keep the elbow out a little farther as a remedial measure. Although Meyer himself is addicted

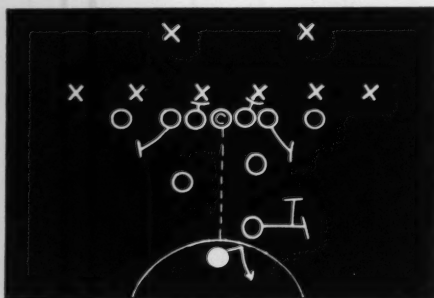
to the thumb-on-the-lace school of throwing, he does not hold the opposite school of thought in disfavor. The choice of keeping either the thumb or the fingers on the lacing is optional with the passer.

Coach Meyer expressed himself strongly on the subject of running passes. He believes that no forward passer can be successful unless he sets himself before he throws, something impossible to do on running passes.



Diag. 1

Meyer likes his passer, usually the quarterback, to assume a comfortable position before the snap with the feet well spread and the forearms resting on the thighs. The ball is snapped back to his right knee. He gathers it in, cross-steps toward the line of scrimmage with his left foot, shoots the ball forward, and then fades back about six or seven yards to a spot almost directly behind his own strong-side guard. While the passer is cross-stepping, the rushers, for a moment, don't know exactly whether the play is going to be a run or a pass. The passer adds to the deception by carrying the ball up high and faking his intent with eye and hand motions.



Diag. 2

As a general rule, the passer should not fade back too far. When he retreats too deeply, he forces his blockers to come back too far before applying their blocks. Even on long passes, the T.C.U. coach forbids his passers to fade back more than seven or eight yards. When the passer reaches the passing pocket (see Diag. 2), he does not wind up before

throwing but whips the ball right from the ear. Since Meyer teaches his passers to fade back with the ball held high, they are able to release the ball with a minimum amount of waste effort.

T.C.U. uses pass signals with the passer having a preferred receiver, No. 1, and an alternate receiver, No. 2. The passer aims his throw about eye high and releases the ball with a good wrist snap and follow through. Moving pictures of Davey O'Brien, T.C.U.'s little passing wizard, graphically illustrate the Meyer's school of forward passing. O'Brien was a paragon of form. Every move he made from the time he took the center snap until he released the ball followed the Meyer code of specifications to the letter. He caught the ball, took the peculiar cross-step toward the line, faking with the ball at the same time, faded back shortly with the ball held high in both hands, coolly surveyed the field, picked out a receiver, and whipped the ball to him without a wasted motion.

The receiver

The second component of the passing game is receiving. From Meyer's point of view the important thing to learn here is how to avoid being held in. A good receiver will first fake a block and then go down the field. If a defensive player gets a clean hold of him, the receiver is expected to bring his forearm up quickly, break the hold and go. He may also use a roll or a pivot to get out of the defensive man's clutches.

Meyer teaches his receivers to go out with their arms hanging loosely about waist high, and the elbows in tight. The man runs at about three-quarters speed and under complete control. If he is running at right angles to the play, and T.C.U. receivers usually are, he is expected to make the catch with the thumbs in. If he is running with the ball, he makes the catch with the little fingers in. Because the average receiver has a tendency to take his eyes off the ball, Meyer gives his men strict instructions to follow the ball right into their hands before running with it.

After his general notes on pass receiving, the T.C.U. aeronautical expert outlined a series of escape tactics. On Fridays before games, he arranges his receivers and defensive secondaries into two facing lines and has the receivers try out all their escapes. The receiver flashes a signal to the passer and starts down the field toward the secondary. Diag. 1

shows five possibilities he may use to outwit the defensive man. In the first maneuver, he runs up to the defensive halfback, fakes to the right and cuts to the left. After working this type of escape several times, the receiver may notice that the half is failing to respond to the fake. When the half stops responding, the receiver, instead of faking and then cutting left, should merely continue in the direction he faked.

In the second maneuver, the receiver fakes right, cuts left and then swings back to the right again, a good maneuver with which to follow up the first escape. The third maneuver is something which Meyer calls the default swingback. The receiver approaches the defensive half, fakes right and cuts left. As he comes to the spot designated with a small circle he hesitates for a moment and then shoots out again in the same direction. This maneuver works effectively when it is used either alone or in sequence with the two foregoing escapes. When the receiver pulls the hesitation stunt, the half, looking for a swingback, may hesitate momentarily and give the receiver a chance to get a step on him with a sudden spurt.

The fourth maneuver is the common comeback stunt. The receiver dashes downfield at top speed as if attempting to get behind the half. The latter will naturally start fading back with him. The receiver then turns around and comes back for the ball, which should already be hanging in the air. The fifth maneuver, a favorite of Don Hutson, is a follow up of the comeback. The receiver runs up to the half, turns around and starts coming back. Under ordinary conditions, especially if the comeback stunt has been working, the half will rush up and attempt to bat down what apparently will be a comeback pass. As he hustles up, the receiver swings around again and continues in his original direction. The maneuver pays heavy dividends when it works.

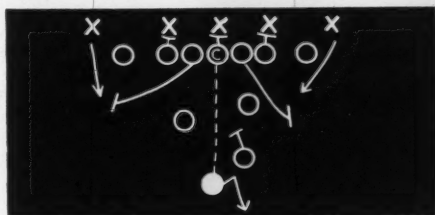
Pass protection

The third element of a successful passing game is protection, a phase of the air game for which Meyer has particular genius. His T.C.U. teams year in and year out give their passers just about the best protection in the land. Meyer took a position before the blackboard for his discussion on protection, diagrammed his subject matter and touched on the important points as he went along.

Diag. 2 shows his set-up against a six-man line. Although T.C.U.'s principal attacking formation is a double

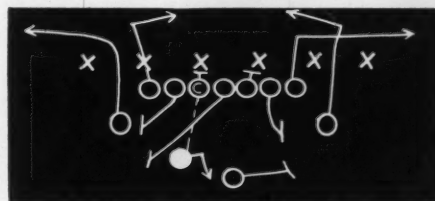
wingback with a tight line unbalanced to the right, Meyer first set up a short punt formation.

As the center snaps the ball to the tailback, he steps back simultaneously with the left foot and goes for the defensive right end. Guards play guards and the tackles drop back slightly to drive the defensive tackles to the outside with shoulder blocks. The fullback is known as an auxiliary blocker. If the defensive left end comes through, he takes him. If the end decides to drift to cover the flat, the full takes any man coming through. The ends and halfbacks are free to fan out into the flats or deep territory.



Diag. 3

Diag. 3 shows the set-up of the short punt against a five-man line. Here the guards pull out to take the defensive ends, the tackles and the center block the men directly in front of them, the full takes anybody coming through, and the halves and ends fan out.

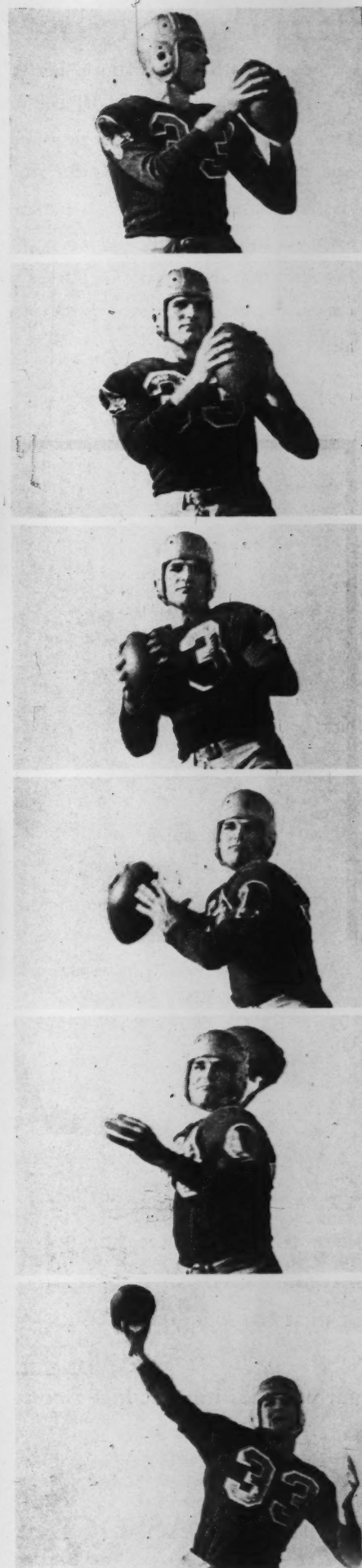


Diag. 4

Diag. 4 outlines T.C.U.'s protective set-up from its regular double wingback formation. The outside tackle and the left guard take the defensive tackles, the right guard pulls back to take the defensive right end, the center blocks the defensive right guard, the inside tackle works on the left guard, and the fullback blocks the defensive left end. If either defensive guard pulls back for pass defense, the offensive man covering him drops back to pick up anything loose. (Continued on page 42)

Baugh Throwing

A graphic illustration of the Meyer school of throwing by the great Sammy Baugh. Sammy carries the ball up high in both hands, fakes in the opposite direction and then brings the ball back behind the ear. The ball is whipped with a free-arm motion directly overhead, the forefinger being the last finger to leave the ball. (Courtesy of Detroit Film Labs., authors of the new film, "Post-Graduate School of Football.")



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FROM A BASIC 5-3-2-1 TO AN 8-3 DEFENSE

By Duke Thayer

A combination defense incorporating the five-, six- and eight-man lines

After coaching football at White Pine County High School (Ely, Nev.) for two seasons, Duke Thayer left this fall for his new post as coach of freshman athletics at Arizona State Teachers College. Under Thayer, White Pine played one of the most representative schedules in Nevada and outscored its opponents two to one. Thayer attributes his success to a unique combination defense which enabled him to upset any system of offense, and yet was so easily learned that it left him free to spend most of his practice time on offense.

WITH the caliber of high school football constantly improving, it is hardly surprising to find our schoolboy elevens using a greater variety of offensive systems than ever before. During the course of a nine-game schedule, it isn't unusual for a team to run into at least two opponents using a single wing, two others with a double wing, two using the Notre Dame box, at least one using a short punt, a "T" formation and perhaps several types of spreads.

This lack of offensive uniformity places additional hardship on the shoulders of the coach. While it is a

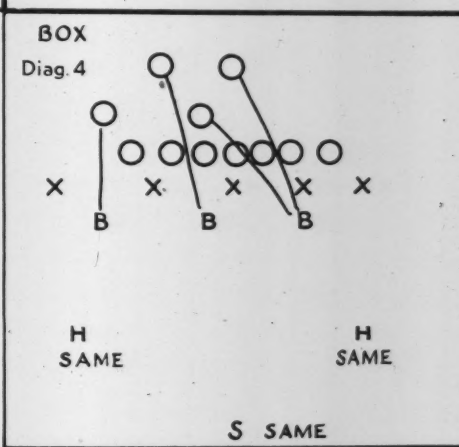
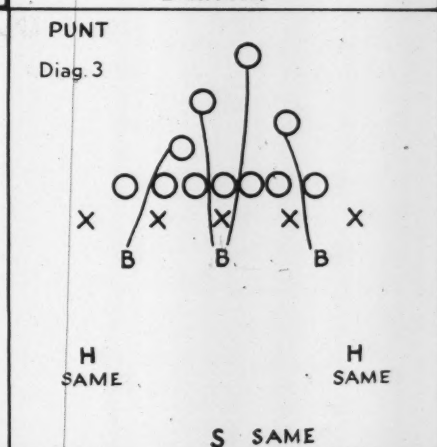
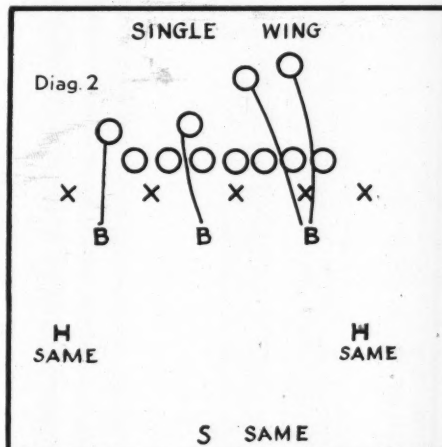
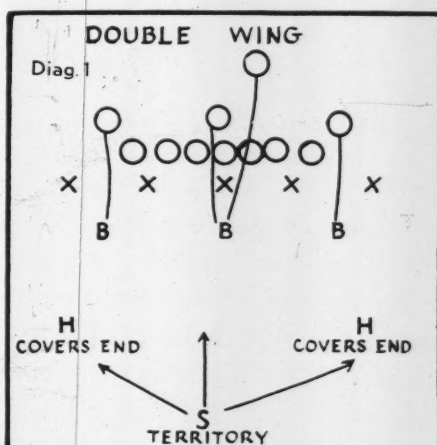
the 6-3-2 because by combining it with the five-man line we could upset offensive blocking assignments; and we were rather partial to the 8-3 defense as a goal-line defense. These three defensive maneuvers were finally incorporated into one defensive plan which functioned as follows:

The 5-3-2-1 defense was used from the opponents' goal line to our own 40-yard line. We did not use an

orthodox 5-3-2-1 because our three line backers never played more than two yards back and often played in the line. This served to confuse offensive assignments even more, as the backers-up usually dropped into the tempting "weak" spots of the line. Against passes, the defensive halfbacks covered the ends on all formations. The assignments of the line backers, however, varied with the offensive formation (See Diags. 1-4).

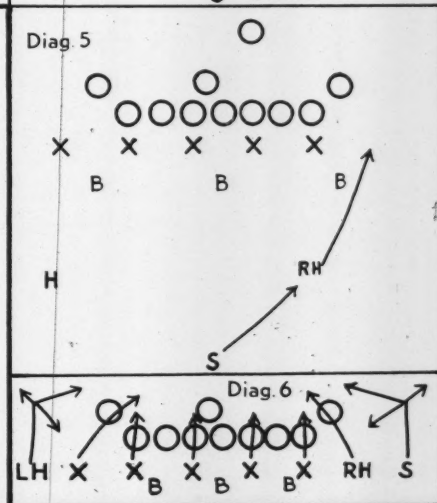
When the opponents reached our 40-yard line, we went into a 6-3-2 defense by shifting the right defensive halfback up to the right end position and the safety man to the right half position (Diag. 5). This enabled us to use the same three boys to back up the line at all times. It is interesting to note that their assignments never changed. We also figured that most of the kicks that could not be handled by our defensive halfbacks would go over the goal line for touchbacks. Time proved us correct in this assumption.

When the opponents reached our



fairly simple matter to prepare an effective defense against a standard offense, it is something else to devise a defense that will function against five or six different types of offenses without leaving itself vulnerable to any one. To add to the woes of the coach, this defense must be easy to comprehend and one that will not take too much time away from practice on offense.

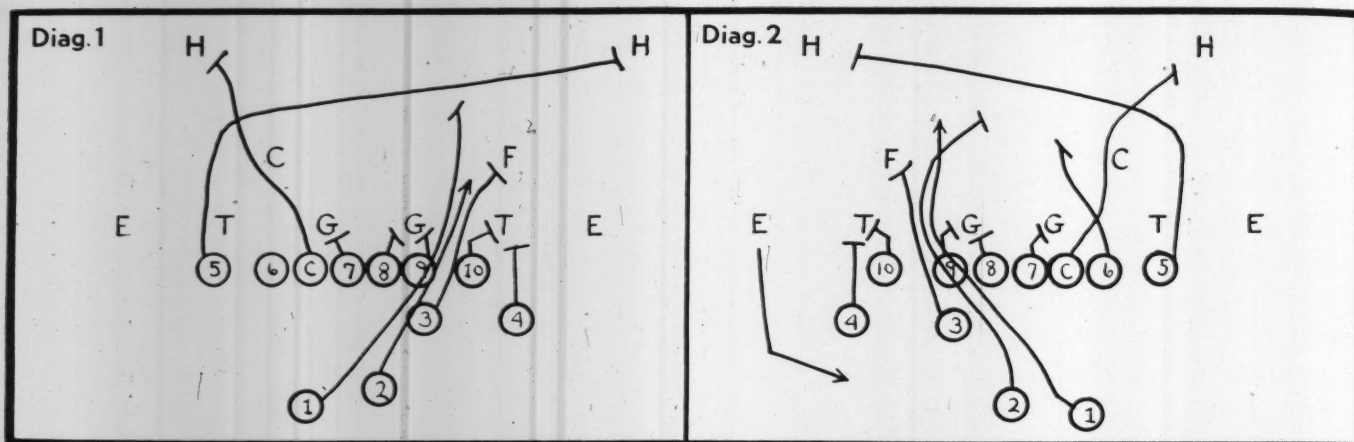
When White Pine was faced with the problem two years ago, we solved it with a combination of defenses. At the time, we liked the 5-3-2-1 defense, as it seemed to be a "natural" against the double-wing. We liked



7-yard line, we deployed into an 8-3 defense by bringing up our defensive halfbacks outside the ends (Diag. 6).

This, at first, appeared to be a dangerous procedure, but it really wasn't. The three line backers executed their same assignments and the tackles had the responsibility of allowing no ends to cross the line of scrimmage. In two seasons, no team scored on White Pine inside its 7-yard line by passing.

We also used this 8-3 defense against the try for extra point. During the 1937 season, our opponents (Concluded on page 35)



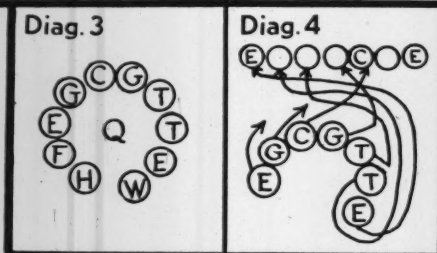
SIMPLIFIED

"It is much harder to teach a coach a new system than it is the boy," says E. L. Cox, football coach at Wichita, Kan., High School East. "We all tend to stick pretty close to the style of play we learned while playing on the varsity." The Wichita coach, however, has never been bound by tradition. As proof, Scholastic Coach presents his unique ideas on offense which stress simplicity without sacrifice of versatility.

UNDER most orthodox systems of offense, a player is actually given two distinct assignments on every play, one when the play is run to the right and the other when the play is run left. The right end, for example, will seldom have the same duty to perform on a thrust inside the right tackle as he would on the same play to the left. Consequently, when a coach gives his squad 20 plays for the season, he is actually giving them 40. This is the reason why so many boys, even in mid-season, have difficulty remembering their assignments.

Pruning the attack offers no true solution to the problem. Instead of abetting the attack, it cripples the offense by destroying some of its versatility and deception.

The simplification problem, then, must be approached from another angle. The duplicate assignment idea is offered as a solution. Instead of



By E. L. Cox

curtailing the number of plays, the coach may simplify his offense by eliminating the necessity for double assignments on every play. This may be done by deploying the men in the same respective positions on both formation right and left.

The idea is clearly illustrated in **Diags. 1 and 2**. Diag. 1 is a simple play inside the defensive tackle with an unbalanced line strong to the right. Diag. 2 shows the same play when it is run to the left. It can be clearly observed that the men are lined up in the same respective positions as they were to the right. The four players who made up the long side of the unbalanced line in Diag. 1 (Nos. 7, 8, 9 and 10) are again on the strong side, but this time to the left. This gives each player the same assignment. Some coaches may raise the objection that under this system the coach would have to teach his men to block equally well with both shoulders. This is really a blessing in disguise. There are few better

OFFENSE

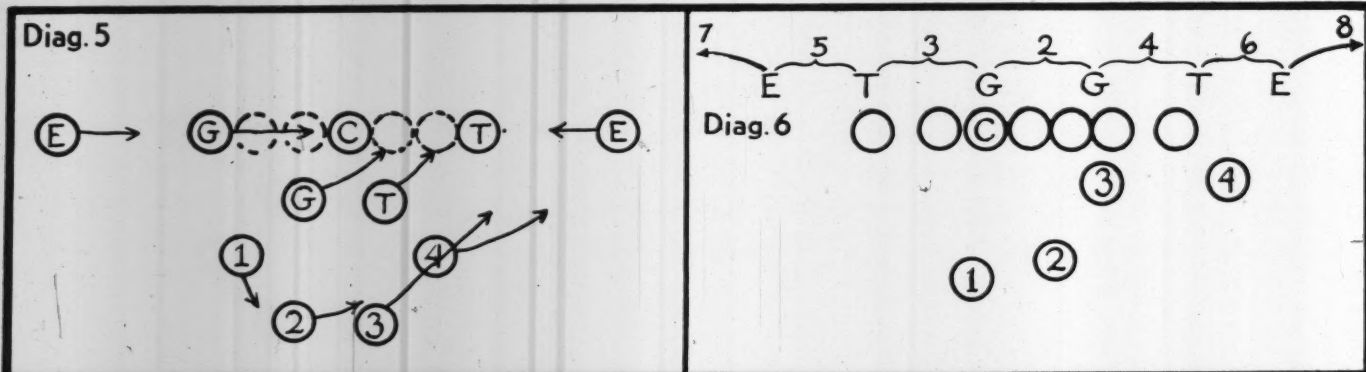
ways of improving the general caliber of line play.

A huddle is necessary in this offensive scheme in order to place the men where you want them without confusion. A simple but effective type of huddle is outlined in **Diag. 3**. On a formation right, each lineman does an about face and trots briskly to his position.

The line up to the left is accomplished with the clever maneuver shown in **Diag. 4**. Each lineman executes a left face and follows the long-side end out of the huddle in single file. The center or the end may leave the huddle first, just as the coach desires. The backs and short-side linemen hold their positions until the path is clear.

Diag. 5 outlines a very simple shift which may be worked into the system. The fundamental steps of this shift can be taught to the squad in the form of a calisthenic drill. The boys are organized in several well spaced lines and assume the pre-shift position with the elbows on the thighs just above the knees, the rump down, the head up and the knees slightly bent.

In shifting, it is very important to develop a rhythmic signal. It may be advisable, therefore, for the coach to



do the counting himself until a definite rhythm has been established. The boys may then take up the count.

The signal should be simple, like "Get set!—Hip!—1—2—3—GO!" The quarterback may give the first two commands, after which the team may pick up the count. On "1" the first step is completed and the foot strikes the ground. On "2" the boys hop into charging position. On "3" they pause, and on "GO" they charge. The coach should bear down on the idea of charging forward instantly on the "go" sign.


On a shift to the right, every player, with the exception of the tailback and the center, cross-steps with his left foot on the count of one and hops into the charging stance on the count of two. The tailback cross-steps his left foot *behind* the right foot and fades diagonally backwards to his right. The footwork is reversed on a shift to the left. Variations may be worked into the theme by holding the snap for a silent count of one after the "GO" or even counting out a one, two or three after "GO."

Numbering plays

Most coaches have different ideas as as to the numbering of plays. Some coaches number the offensive holes, others the defensive holes while still another school of coaches give their plays special names. Many coaches use a combination of the number and name systems, numbering the regular plays and nicknaming their pet plays ("Old Glory," "Pop Eye," "Meat Axe," etc.).

There are many good arguments in favor of the method of numbering defensive holes. For one thing, it teaches the quarterback to use his eyes and to study the defense. Blocking assignments may easily be adjusted to shifting defenses that go into four, five, six or seven man lines.

Diag. 6 shows how the defensive holes may be numbered. The holes on the long side of the line are numbered even and those on the short side, odd. In calling signals, the hole number plus the number of the back who is to carry the ball determine the play. Play 14, for example, would signify a slant inside the defensive tackle with the tailback carrying the ball. Play 145 would be a reverse play from the tailback to the wingback, aimed outside the weak-side defensive tackle. Spinner plays are connoted by double numbers. Play 10-44 would involve a fake by the number 1 back (tailback) to the wingback (number 4), and then a spin by the ball-handler through the 4 hole (inside tackle). A double reverse from the double wingback formation would be play 13-47.



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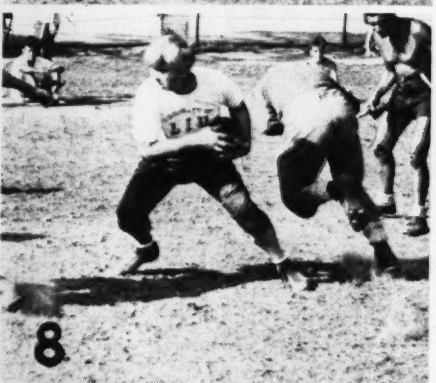
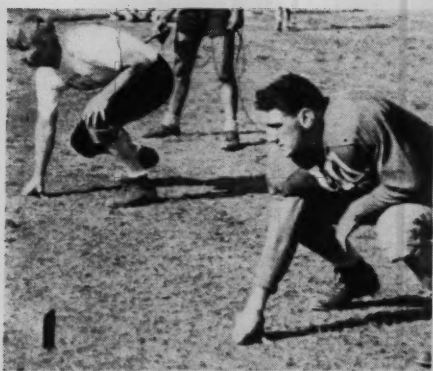
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Spin and Pass

Although he never passed up an opportunity to bemoan his "creaking" limbs and "ancient" bones, Bo McMillin, during the course of his lectures at the Long Island University Coaching School, took time out to demonstrate everything from guard play to spinners and passing.

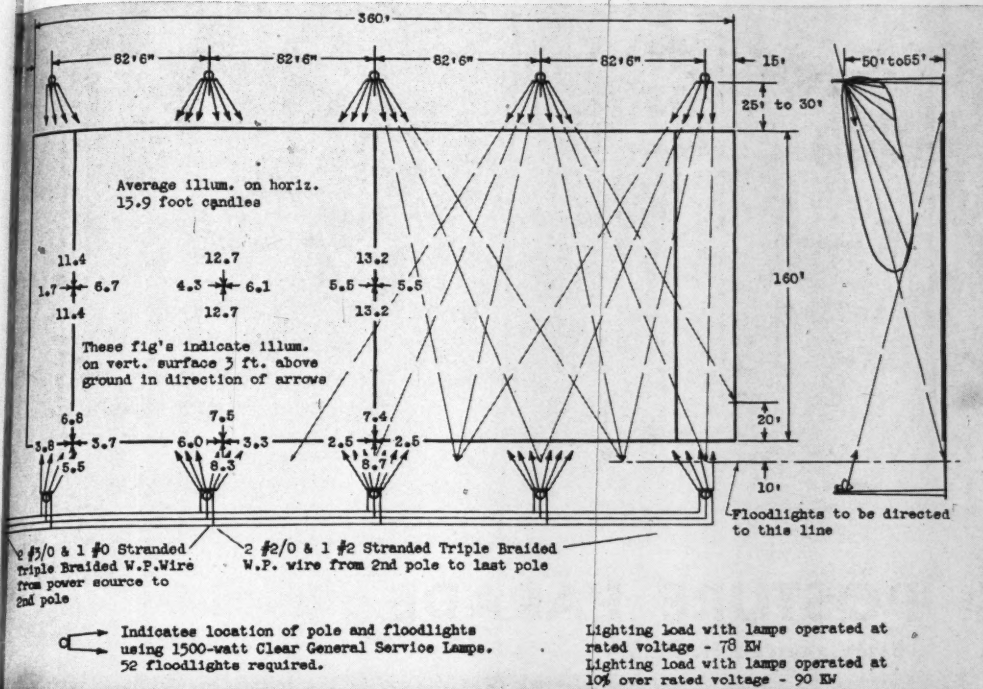
On the left the Indiana coach is shown demonstrating his own method of faking a reverse and half-spinning back to the line. The first picture finds him set in a sprinter's stance ready for the snap. As the ball is passed back toward his left thigh, he steps forward simultaneously with his right foot. He smothers the ball with both hands and pivots with his hips to the left. As the back (who started late) comes up to him, McMillin shoves the ball out as if to hand pass, but then pulls the ball in quickly to a position over his left hip. At this point, picture No. 6, the ball is completely hidden from the defense by the ball-handler's hands and body. To complete the half-spin, McMillin pivots to his right and cross-steps with his left foot.

The Hoosier coach's forward passing technique is illustrated below. He holds the ball up high in both hands and uses the left hand to steady the ball and to help bring it back to throwing position. He then steps forward and whips the ball with a powerful wrist snap directly overhand, the arm following through.



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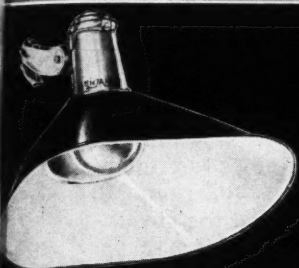
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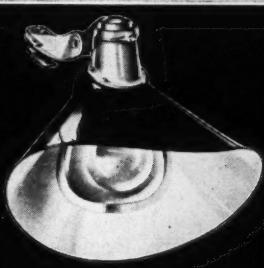
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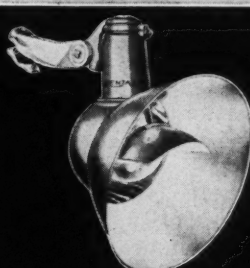
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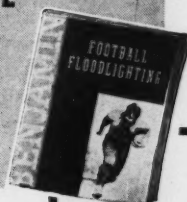
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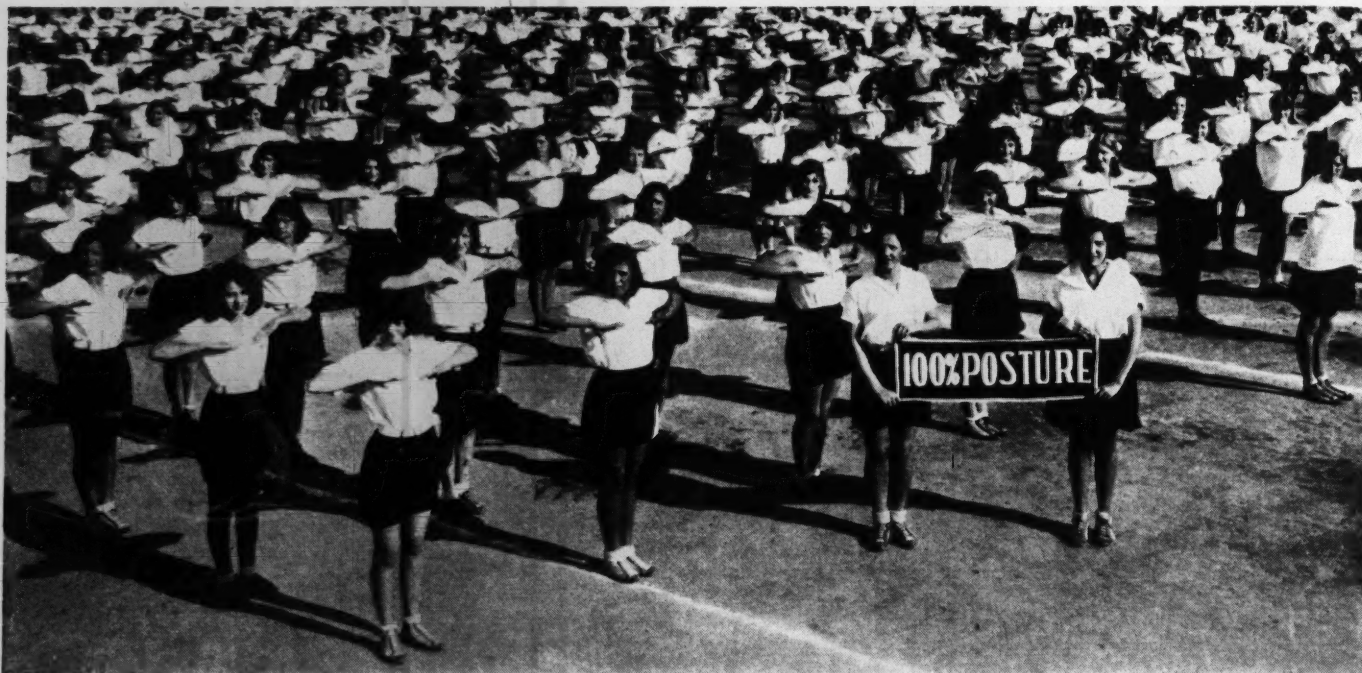
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GIRLS' POSTURE PARADE

By Winnefred H. Poss

Winnefred H. Poss, physical education instructor in the girls' department of physical education at the San Bernardino, Calif., Senior High School, outlines the working plans of the city's annual posture parade, an event in which approximately 1800 junior and senior high school girls participate.

WHILE health education must accept as its strongest motivating force the development of a sturdy body, it should not confine itself to constructive health teaching. It must do reconstructive work as well. There are many adolescents who have not had the right type of constructive physical education to help develop their bodies properly, or have formed bad postural habits through continued carelessness in maintaining correct posture.

Fortunately, posture is subject to great improvement in boys and girls of high school age. If the supporting muscles are weak, the task is more difficult; and it may often be necessary first to improve the health before the muscles can cope with their difficulties. In the meantime, however, even weak muscles can function more smoothly if the boy or girl knows how to direct them. It has been proven that strong muscles will not necessarily hold the body erect unless they have been taught how. The chances of improving posture depend, therefore, upon acquiring the correct technique.

The accent on postural technique plays an important role in the physical education set-up at San Bernar-

dino. The city schools not only administer an elaborate system of corrective physical education for the boys and girls needing it, but also direct attention to and promote the cause of good posture among all the students.

Nowhere is this educational set-up more forcefully illustrated than in the postural program for girls. Instead of confining all their work on body mechanics to the gymnasium, the girls, once a year, are given an opportunity to exhibit the correct techniques before thousands of outside spectators. On this occasion, the girls from all five of the junior high schools and the one senior high assemble on the football field of the senior school to outdo each other in a series of exercises stressing posture.

The field-day aspects of the program appeal to the girls. All the preparatory drilling on posture becomes play instead of work and the girls become decidedly posture-conscious. Incentives are offered them on demonstration day in the form of special individual and group awards for the best postures.

The machinery for this large-scale posture parade springs into motion three weeks before National Public Schools Week. A committee headed by the superintendent's appointee and including at least one girls' physical education teacher from each school, meets to formulate the plans and to select the group exercises. These exercises are usually of Dan-

ish origin, featuring free and natural movements, or of Swedish design, a system characterized by more definite movement, with certain positions held for one count or longer.

The exercises are usually limited to less than ten in number to prevent them from becoming wearisome to both the performers and the spectators. Because the junior high school girls perform as a separate unit, their exercises are naturally simpler and easier to perform than the senior girls' drills.

This doesn't mean that the junior program is easier to organize. Actually, it is much more difficult. Since there are five junior highs participating as a unit, with no chance for group rehearsals some sort of plan is necessary to secure cohesion when the five groups join forces on the day of the event.

This obstacle is surmounted every year with a "representative" practice session. Several weeks before the scheduled date, the teachers and six representatives from each junior high meet on a central campus and practice together until their movements are perfectly synchronized. The groups then return to their respective schools and report any discrepancies there may be in the movements they have been practicing.

The high school group is not faced with this problem. Since the three physical education teachers at the senior high work together on the exercises, they are able to hold daily

(Continued on page 24)

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Drill for Centers

In going down under punts, the center is often knocked down before he can get under way. If he knows how to control his body while falling, he has an excellent chance to get up and get into the play. The technique of falling properly may be acquired by use of the accompanying drill. The center takes a short run at a stooping target and hurtles cleanly over his back, keeping both hands out in front to break the shock of the fall. The elbows give with the impact and the player uses his momentum to roll over on his side and then on to his feet.



Posture Parade

(Continued from page 22)

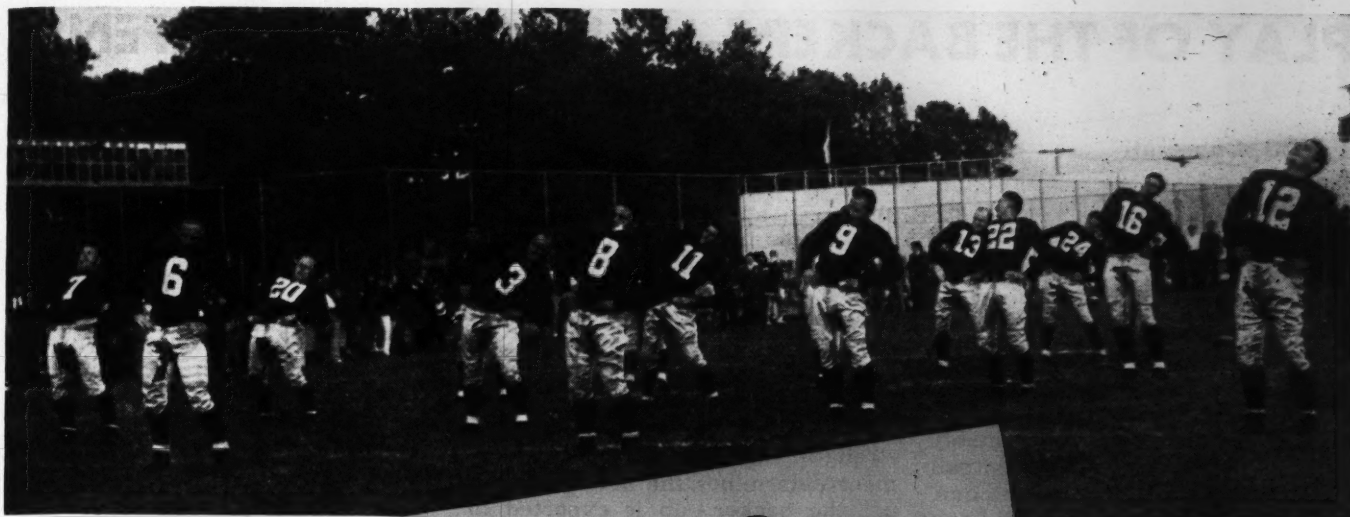
group practice on the football field. Thus, when the big day dawns, both divisions have their exercises perfectly synchronized.

The plan of procedure for demonstration day is carefully worked out in every detail. The junior girls, wearing armbands to designate their schools, convene on the north side of the field. At a given signal, the band, stationed in the bleachers, starts playing, and the girls march single file on to the field. Placards posted along the chalk lines indicate exactly where each group is to line up. Each line, headed by a squad leader, comes into position on the field, halts and marks time until all the lines have assumed their positions. When the exhibition is ready to start, the girls are all standing at attention facing the bleachers.

The method of selecting squad leaders is important. Since almost every girl aspires to be a leader, it is necessary to hold elimination contests. Any girl with ambitions in that direction is allowed to go out for squad leader during the regular practices. The instructor picks her leaders a few days before the demonstration. The girls she selects are those who proved themselves outstanding in regard to posture, marching ability, dependability and skillfulness at performing the routine exercises. The leaders are distinguished from the other girls in that they wear all-white shorts and blouses, while the others wear regulation gym suits of royal blue.

The order of the program is simple enough and proceeds as follows: The junior girls march on the field first, go through their exercises and march off again. The senior girls then march on, perform and leave in formation. Meanwhile the judges move about the field, taking notes and grading the contestants. Awards are granted to the school units having the best posture and also to the high-score individual girls. The most coveted trophy is a silver loving cup which goes to the senior high school girl with the best posture. Additional awards are sometimes granted for the best essays and art posters dealing with correct posture.

The judges base their point awards on a system known as the triple posture test. The girls' postures are considered while they are marching, standing and exercising. As the girls march on to the field, the judges watch them for such postural defects as forward heads, flat chests, (Concluded on page 38)



Potsy Clark Says "Endzone Twill is best for Football Pants"

Potsy Clark's flashy Brooklyn Dodgers have been practicing since August 20 at their Farmingdale, Long Island, training camp. Stars like Ace Parker, Ralph Kereval, Beattie Feathers and Boyd Brumbaugh are fast rounding into shape.

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PLAY OF THE BACKERS-UP IN A 6-2-2-1 DEFENSE

By A. G. Capezzuti

An instructional sequence of ten major assignments for the immediate secondary

A. G. Capezzuti's football teams at Bessemer, Pa., High School haven't lost a game in two years and have had only two touchdowns scored on the varsity during this period. He attributes much of the success of his staunch defense to the play of his two backers-up; and presents a simplified procedure on how to drill these important secondaries.

THE 6-2-2-1, with four far-flung battle lines, is unquestionably the most popular defense in football today. With six men on the first line, two backers-up, two halfbacks and a safety man, it is ideally designed to cope with every weapon at the disposal of the offense.

The front line is primarily charged with the responsibility of developing the play as quickly as possible and stripping it of interference. It then falls to the second line of defense—the backers-up—to bag the ball-carrier. Hence, in any system featuring two backers-up, defensive strength is measured to a great extent on the play of the immediate secondary.

The duties of the backers-up may be summarized as follows:

1. Make sure the defensive line does not over- or under-shift.
2. Stop bucks before the ball-carrier clears the line of scrimmage.
3. Avoid being fooled by reverses, spinners, laterals and other types of deception.
4. Stay on the inside of flank plays, forcing the play when it comes to his side and waiting for cut-backs when it develops on the opposite side.
5. Cover the other backer-up's position when the play is to the other side.
6. Cover his man or territory when a pass is imminent.
7. Block for the receiver when the ball has been quick-kicked.

Instructional sequence

The application of these responsibilities requires courage, intelligence, a certain amount of intuition and plenty of experience. Few high school boys report to the coach thus equipped. Their training takes time and an enormous amount of patience.

To help simplify this arduous job, the writer devised a regular teaching procedure for backers-up. During the practice sessions, we try to imbed in the boys a series of ten things to remember on every play. These points are taught to him in sequence and we try to make them a part of his regular thinking habits. If he

shows an aptitude for the job, by mid-season he is thinking just as we want him to—clearly, logically, thoroughly and quickly. The instructional sequence follows:

1. Check quickly to see if the defensive line has shifted properly. We impress the boy with the principle that strength must be met with strength. Since the offensive alignment determines the defensive setup, the backer-up is expected to study the attacking formation and adjust the defense accordingly. Practice during the week against enemy formations will give him a knowledge of the correct relative positions of the defensive linemen. If the line has been well prepared, it won't take more than a glance to check positions.

2. Study the opponents for giveaways. Your scouts, or the boys themselves, after studying the opponents, may detect little idiosyncrasies which may aid them in determining the type of play to expect. This may take the form of slight adjustments in stance or almost involuntary eye, hand or foot gestures. Unless the backer-up is certain of the give-away, he should hold his position. He should never guess.

3. Watch the ball and see what play is being made on the defensive tackle. At the same time, by the use of split vision, the backer-up should note the play of the strong-side guard. This is a tough assignment but most boys can pick it up quickly with practice. If the offensive end and wingback on his side block the tackle in, he can expect a play to the outside. If they block the tackle out, the play is usually to the inside. If they leave the tackle alone and the play is a run, it is probably a mouse-trap with the play going through the defensive tackle. On pass plays the end and wingback usually start immediately down the field. Occasionally, however, the play may be a buck.

It is particularly advantageous to watch the play of the strong-side guard. In almost every popular system of offense, this man is usually moving in the direction of the play. For this reason, it will pay for the backer-up to watch him with split vision. However, the defensive man should not pin his entire faith on the movements of the guard. Many coaches have pet plays in which they

camouflage the real intent of the play by pulling the guard out in the opposite direction.

4. Take a half-step back and outward to help maintain position. The backer-up should always do this, unless the play is definitely a buck. If the offensive team is using a spinner, half spinner, reverse or triple pass behind the line, this half-step backward and outward will keep him in position long enough to diagnose the play.

5. Be certain of the direction of the play before leaving position. The backer-up must never guess. When uncertain of a play, he should hold his ground. This will get him into less trouble than if he guessed and guessed right 90 percent of the time.

6. If a buck, come up fast to meet it. He should immediately plunge into the line at the point of attack and tackle anyone in the hole.

7. If a flank play, keep even or slightly behind it while attempting to make the tackle. Do not over-run the play. Cut-backs are dangerous and difficult to stop. The end and defensive halfback will take care of the outside. The backer-up should force the play, trying to make the tackle but always from the inside.

8. If the play is to the opposite side, keep it well ahead and be on the alert for cut-backs. The backer-up's hands should be in front of him to ward off any blockers. The play may best be followed with a cross-over step as this seems to be the fastest way of covering ground while still observing the play. He should be at least three steps behind the play as it develops to the opposite flank.

9. If a pass, drop back and cover the territory or man assigned. This will depend on the type of pass defense used. One definite thing to remember is to prevent the man he is covering from getting too close or sneaking behind him. If the man is too close to him, a sudden burst of speed will put him in the clear.

10. If a quick kick, drop back and block the first man he can reach.

We do not believe that the foregoing points are iron-clad rules to observe under all conditions. However, we do say that if the boy can absorb the prescribed instructions and methods of play, he will be able to conduct himself creditably at all times.

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New Books on the Sportshelf

BASKETBALL METHODS. By John W. Bunn. Pp. 327. Illustrated—photographs and diagrams. New York: The Macmillan Co. \$3.25.

JOHN BUNN is the man who won for the far west its rightful place in the collegiate basketball sun. Prior to Bunn's triumphant cross-country incursion with his 1937 Stanford University team, there was still much doubt as to the quality of far western basketball.

Stanford was a revelation. Bunn produced a quintet that completely won over the East and Midwest with a rip-roaring, wide-open brand of basketball. His daring, streamlined offense and aggressive team defense won the respect of fans and experts everywhere. After carving a niche for Stanford among the basketball top-notchers, Bunn retired at the end of the '37-'38 season to become dean of men. He left behind him an enviable reputation both as a master strategist and a leader of men.

In his book, Bunn sets forth and attempts to justify the philosophy and methods he used in his every-day coaching work. As he admits, many parts of the book are dogmatic and others are argumentative, but all the methods and procedures he offers are accompanied by the reasons that determined them. He gives an ordered procedure—a reasoned sequence of principles, patterns, practices, and programs—that will serve as a ready reference and guide in the organization and direction of a team.

The book is organized in three general sections: basic principles, individual techniques and team play. In the first section of the book, Bunn gives his philosophy of basketball, the coaching of it, and the player's and the coach's relation to it. This philosophy serves as a basis for the understanding of the principles and practices that follow. He goes on into practice programs, picking the team, strategical situations, training and conditioning, and practice drills.

In the section on individual techniques, Bunn holds that all successful individual techniques are predicated on body balance or control. From his observations of players under various conditions of play and an intensive study of the laws of equilibrium, the Stanford coach evolved one position from which to initiate all movement. He calls this the "fundamental position" or the starting point of all instruction on individual techniques.

With pictures of Luisetti and other Stanford greats to illustrate the text, Bunn goes into great detail on the methods of passing, shooting, dribbling, guarding, pivoting and stopping, etc. It is interesting to note that he does not subscribe to the wrestler's stance in guarding, the fundamental defensive position taught by many coaches. He sees little value in a de-

fensive position where the feet are apart and almost parallel. He prefers the boxer's stance where one foot is forward and the other retreated. The chief advantage of the boxer's stance lies in the fact that the guard can get closer and yet stay farther away from his opponent than he could with the wrestler's stance. He proves this paradox with pictures and diagrams.

After presenting every conceivable type of individual tactic, Bunn takes up the matter of team play. This section should prove of particular value and interest to the coaching clan as it is one of the few thoroughly reliable presentations of the west coast game. First, Bunn presents the principles which every coach must include in his offensive set-up; and, second, those which should be included if a team is to be adequately prepared to meet all types of situations. He enumerates these principles and then applies them to his system of offense.

He calls the Stanford attack the "freedom offense," and builds it up just as he would on the practice floor. He outlines the continuity of the passing movements, the method of practicing it and the types of passes to use. From there he goes on to scoring situations, variations of the offense, a detailed analysis of the fast break, etc.

Bunn's zone defense

Defensively, Bunn makes no bones over his preference to the zone defense. His novel team defense is designed with three objectives in mind; first, it is intended to develop to the fullest extent the educational values of cooperative team effort; second, by virtue of coordinating and supporting the movements of the players in an attempt to gain possession of the ball, it encourages the greatest possible freedom; and, third, it is organized to permit its offensive movement to begin, without delay or lost motion, the instant the team has gained possession. His defense may thus play with the same principles of movement whether it is massed about the goal or whether it is deployed the full length of the court.

Students of basketball, after watching Bunn's teams play, have asserted that part of the time Stanford plays man-to-man and part of the time plays zone. Bunn disavows this. "How," he asks, "can Stanford play a man-to-man defense when it is always playing for the ball?"

Starting with the fundamental set-up of his defense, Bunn develops and explains his defense and exactly how it shifts to meet changing offensive patterns. Each step is diagrammed carefully and covered comprehensively in the text.

The book is intelligently organized, well-written and replete with all of Coach Bunn's theories of play. Over 75 diagrams and 35 photographs illustrate the text.

SPORTS FOR THE HANDICAPPED.
By George T. Stafford. Pp. 302. Illustrated. New York: Prentice-Hall, Inc. \$2.50

THE purpose of education for the atypical or handicapped individual has probably never been clearly understood by many physical educators. The atypical student must adjust himself so that his defect will have a minimum of unsatisfactory influences upon his behavior. He must receive something over and above the correction or amelioration of his defect.

His social adjustment is considered as important as the correction of his defect. Adapted sports, recognizing the total educational needs of the atypical and being based upon these needs, can contribute to the training of the individual so that he is better able to adjust himself to the changing society.

Having worked with atypical individuals since 1916, the author, an associate professor of physical education at the University of Illinois, is fully equipped to present to the physical educator, school nurse, physician and others concerned with the education of the handicapped, a method of teaching that will motivate the atypical student to improve not only his physical condition but also his outlook on life.

The method of teaching advocated provides those sports activities which satisfy the atypical student's needs, interests and capacities. No attempt has been made to modify the activities or change the rules or techniques of the sports.

To enable the reader to deal conveniently with all aspects of each defect, the author alphabetically lists the various defects and gives a group of sport activities for each. The text also contains the medical, surgical and mental treatments for each defect. The physical educator working with handicapped children will find this book just what the doctor ordered.

THE COMPLETE SWIMMER. By Harold S. Ulen and Guy Larcom, Jr. Pp. 224. Illustrated—photographs and drawings. New York: The Macmillan Co. \$3.

THE tremendous growth of aquatic sports and the educational recognition given to this form of activity by schools, colleges and many kindred organizations interested in the education of youth, bring into startling prominence the dearth of available information on the mechanics of the sport. While there has been no dearth of literature on most of the other sports, swimming books have been few and far between. *The Complete Swimmer*, then, should probably be the answer to a host of coaches' and swimmers' prayers. It is a complete, authoritative exposition of all swimming strokes and diving.

From their experience, one as a swimming coach at Harvard University, and the other as a competitor,

(Continued on page 40)

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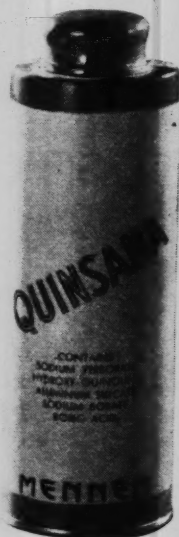
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The fungus thrives in *moisture*. Quinsana *absorbs* moisture.

The fungus thrives on leather insoles and lining of shoes. Ointments and liquids can't be used on inside of shoes, but Quinsana *can*—because it's a powder. Quinsana is quickly dusted into shoes and stockings—kills fungus and aids in protecting against *reinfection*.

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Curbing the "Charleyhorse"

By Dr. W. W. Hayne

This article is a condensation of a special bulletin issued by the National Athletic Trainers Assn., Bill Frey, secretary-treasurer. The writer, Dr. W. W. Hayne, is considered one of the country's outstanding authorities on athletic training. From 1924-1929, he served as an assistant to Dr. M. D. Cramer at Drake University. In 1933 he graduated from the College of Medicine of the State University of Iowa. Two years later he returned to the University as medical supervisor of intercollegiate athletics.

SINCE there are several types of "charleyhorse" or bruised muscle, the writer, to facilitate the discussion, will confine his analysis to the type of charleyhorse caused by a severe blow on the quadriceps, the anterior muscle group of the thigh. This is the most common type of football charleyhorse, but it is well to remember that the cause, nature and treatment of the injury are the same no matter where the injury occurs.

The causative agent is always a severe blow. The symptoms depend somewhat on the nature of the injury. The charleyhorse may be severe enough to incapacitate the athlete immediately so that he has to be helped from the field, or he may be able to continue but at reduced efficiency. Sometimes the injury may not affect him at all. Examination immediately after the injury reveals a diffuse tenderness over the locale of the injury, the athlete usually complaining of weakness of the thigh and some pain.

The subsequent course depends upon the severity of the injury and the promptness of the treatment. In mild cases, without treatment, there will be only tenderness, some limitation of movement, and a slight weakness. These symptoms will disappear in a week's time.

In treated cases of all degrees of severity, the vast majority will follow a similar clinical course. That is, after 24 hours, there will be tenderness, weakness and a small amount of disability. This disability may be measured by the individual's ability to flex the leg on the thigh. In most cases he will be able to flex the leg completely, but with more effort than it takes to perform the movement with the well leg. In other cases, some degree of assistance will be necessary to complete the flexion. Occasionally, complete flexion cannot be accomplished without severe pain at the site of the injury, and in these cases it should not be attempted. These symptoms usually disappear

in about three days. The tenderness persists for about seven to ten days, leaving gradually over this period.

If treatment is neglected, the injury tends to follow a different course. After 24-48 hours the thigh may have only a soft doughy feeling, it may be indurated or it may present any stage between these two extremes. The area is very tender. Flexion of the leg on the thigh is limited to a few degrees. The individual is compelled to walk stiff-legged and complains of some pain on movement. Forced flexion produces much pain. From one to four weeks are necessary for subsidence, and in some of these cases ossification will take place.

There is one type of charleyhorse of particular interest because of its unusual clinical course. A variable time after the injury (two hours to several days) the athlete will suddenly feel a severe pain in the area of the injury. Swelling and induration appear very rapidly and in the course of two hours, the soft, pliable tissues will be indurated, swollen and tender. The pain occurs very suddenly and usually in some individual who was apparently well on the road to recovery. There are other cases that will develop in just the opposite fashion, requiring about four or five days to reach their maximum. There must be constant vigilance to direct this particular type. Otherwise, incorrect treatment is apt to be employed with aggravation of the condition.

Treatment must be prompt

There are several important factors in treatment. First, it must be prompt. The sooner treatment is instituted, the better will be the result. At the time of first examination it is not possible to tell, with a high degree of accuracy, just which injuries are severe, which ones will go on to induration, swelling and limitation of movement. Therefore, all cases which give a history of a severe blow on the thigh should be treated. In this way many who would recover without treatment will be treated, but no one needing treatment will be overlooked.

There are two methods used in the immediate treatment—ice packs and pressure bandages. To be effective, they must be applied as soon after the injury as possible. Both act to reduce exudation into the injured area. Ice, to be useful, must be applied

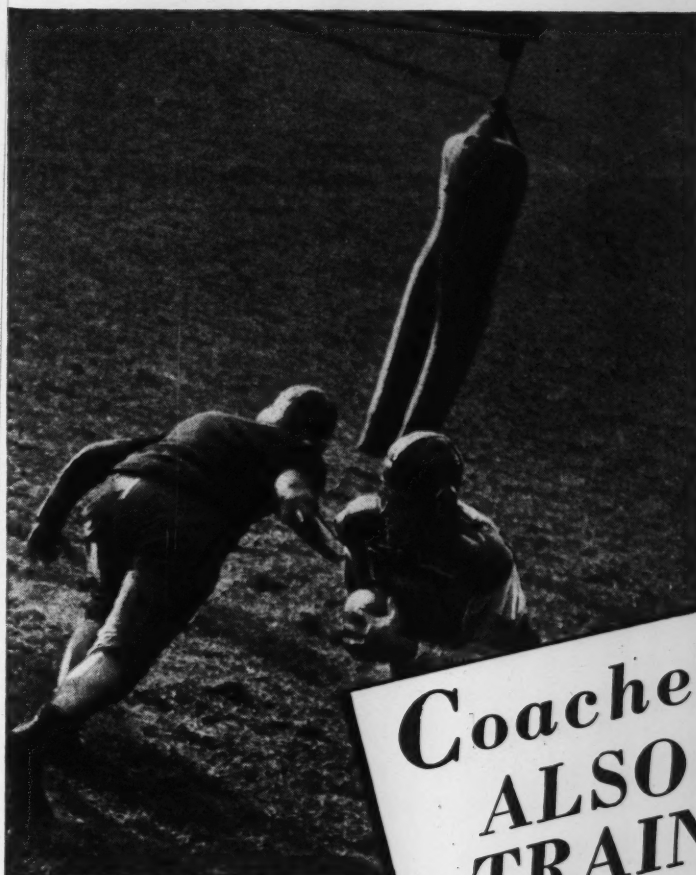
over a long period. The minimum for efficient treatment is twelve hours, and in some cases it may be necessary to employ ice packs for several days. In the very severe cases, and in those cases showing a delayed onset with sudden, severe symptoms, it is probably the best method of treating the injury. It must be closely supervised and it is preferable to hospitalize these cases. The patient must be at absolute bed rest with ice packs on the site of the injury at all times. If the patient is allowed bathroom privileges, to go to the table for meals and to fill his own ice bags, a good result is possible but not to be expected. This type of treatment is not often necessary, but it is wise to err on the safe side. If there is a question, decide in favor of the more severe injury and treat accordingly.

Pressure bandage

The great majority of cases can be treated satisfactorily by means of a pressure bandage. A pressure bandage acts to produce a flow of lymph and tissue fluid away from the injured area. It tends to counteract the tendency of lymph to collect at the site of the injury, and is very successful in doing this. The technique of application is not difficult. It is put on while the individual is standing (on a table, for greater convenience in working) on both feet. The anterior side of the thigh is padded with cotton. For this purpose a strip the width of the standard one-pound roll and half the thickness of the cotton is satisfactory. This cotton pad extends from the inguinal region down below the kneecap. The bandages are of unbleached muslin, five inches wide and five yards long. Usually two are required.

In applying, start at the upper outer part of the thigh, carry the bandage downward medially and posteriorly in a long spiral to the postromedial aspect of the upper extremity of the tibia; then wrap tightly about the thigh, passing upward, and reversing the bandage as often as necessary to get a snug fit. The bandage should be carried up as high as possible. The circular turns cover the first nearly vertical spiral. This aids in retention of the bandage. After adequate bandage has been applied (usually two 5 in. by 5 yd. rolls), vertical strips of tape are employed to anchor the bandage to the skin above the thigh. The tape is necessary to prevent the bandage from slipping down and losing its efficiency. Three such vertical strips are usually adequate. They should be 12

(Concluded on page 39)



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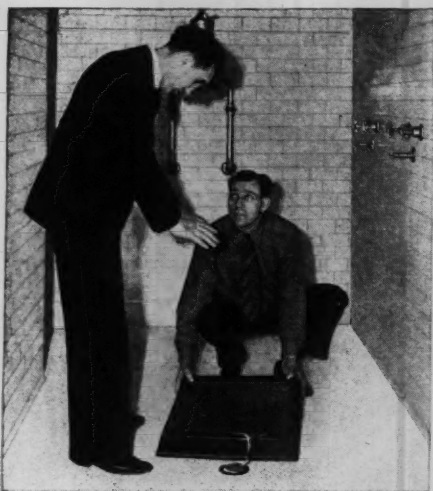
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Nat'l Federation News

THERE has been considerable agitation in Kentucky and California in recent months for membership in the National Federation of State High School Athletic Associations. These states are two of the handful that have not yet officially joined the Federation. Both, however, have adopted the interscholastic playing rules and have set up machinery to insure their proper administration. Most of the Federation policies are also being used in these states. California, for example, is inaugurating an athletic benefit plan similar to those in use in other Federation states.

The number of publications of the National Federation has reached a new high. Most of these publications pertain to the playing rules for the major sports, a service which was first undertaken in 1932. During that year, 2000 books relating to football were published. The total number of publications has increased with each successive year and now exceeds 100,000. The publications which are being used for the current year include 30,000 basketball rules books, 20,000 basketball play situations books, 22,000 interscholastic football rules books, 12,000 football play situations books, 6,000 football and basketball examination sets and 20,000 bulletins designed to aid leaders of football interpretation meetings.

These materials have been published through the cooperative effort of the various state associations and supplied to such associations at cost price plus a slight additional charge to cover the expenses of the various rules committees. The annual increase in demand for these publications indicates that a great service has been rendered by the National Federation in securing uniformity in matters pertaining to the rules and in promoting efficiency in game administration.

Football code popular

The interscholastic football rules have been almost universally accepted for high school contests during the past several years. Recent adoption of these rules by the state of California and by the larger high schools in Arizona have made a solid block of the central and western states. There are now only a few scattered sections where the interscholastic football rules are not in use. Two-thirds or more of the football of the country is now being played under these rules, a code which is better adapted to the high school program and to the capabilities of the high school boys. The rules and the supplementary bulletins and examination sets have been of incalculable value to athletic officials and coaches and have resulted in a uniform and effi-

cient type of game administration. The regular football rules book also contains the official rules of the six-man game.

The work in connection with basketball and track has been just as effective. The interscholastic edition of the basketball rules has resulted in better organization on the part of the various state groups. The books are published early enough to permit such groups to plan their work before the beginning of the high school season. The supplementary material has resulted in organized rules study. Competent officials and coaches no longer need to be in doubt as to interpretations which may be placed on various play situations.

State-wide interpretation meetings precede each sports season. Experimentation has been organized so that various groups have been able to collect statistics in an orderly fashion and contribute toward development of the best type of game. The conclusions based on such experimental work have been used as a basis for action by the various rules committees.

Benefit plans in 18 states

State-wide coverage for athletic injuries is now given by the state high school athletic associations of 18 states. In addition, Michigan, Tennessee, Kentucky and Illinois will vote upon the matter during the current year. In all of these cases, a specified sum is allowed for listed visible injuries or x-rays. The most widely used method of defraying cost is to require each participating school to pay a fixed registration fee and, in addition, a small filing fee for each boy insured. The registration fee usually ranges from \$5 for the smallest school to \$15 for the largest. The filing fee ranges from 75c to \$1.50 for all sports and from 25c to 75c if football is excluded. New York has a higher rate due to additional coverage and higher medical charges. Wisconsin has two schedules at different rates. They also give coverage during transportation to and from games at an additional cost of 10c per boy.

Most states making an adequate allowance for administrative costs in their athletic accident benefit plans, have been showing slight deficits in their annual financial reports. However, as the number of boys taking insurance increases, it is fairly safe to predict that this department will be entirely self-supporting. There are great possibilities in a nation-wide alliance of the state departments to give impetus to the accident benefit plan.

The annual meeting of the National Federation is scheduled for Feb. 26 in St. Louis. Several sectional meetings are being arranged for the fall.

Combination Defense

(Continued from page 17)

made nine touchdowns, but scored only one extra point against our first stringers and another against the second team. Last season, our opponents converted only two extra points out of thirteen tries.

In the 8-3 set-up, the four center men of the line play head on with their opponents and charge directly forward. The right half and the left end angle in, and the left half and the safety cross the scrimmage line and watch for developments. The backers - up drop back quickly on pass plays into the end zone.

During 1937, with a team averaging 163 pounds, we were scored on once inside our 7-yard line. In 1938, with a team average of 154 pounds, we were scored on once from the 3-yard line by a team averaging 173 pounds, and once from the 2-yard line by a team averaging 163 pounds.

One of the advantages of this combination of defenses is that the boys smarten up after three or four games. They will not use the 6-3-2 if the 5-3-2-1 is working satisfactorily and will occasionally confuse the opponents by dropping into the 6-3-2 on first and second down in the 5-3-2-1 territory. The boys once went so far as to cook up an 8-2-1 during a game, in an effort to block a kick behind the opponents' goal line. In other words, the combination defense makes the boys defense-conscious.

Easy to teach

Another point in its favor is the small demand it makes on the time of the coach. Once the players have been taught their assignments, it is only necessary to spend fifteen or twenty minutes a week refreshing memories, or making minor changes against a special offense.

In 1937 we used the blocking back, an end and a guard to back up the line. Last season we used the blocking back and both ends. In our five-man line, the center and tackles play inside and the guards play the defensive end positions.

In the six-man line the right guard shifts to his normal position and the right half moves to the right end position, as explained before. However, these are details to be worked out by the individual coach.

By using these same formations against your own offense in scrimmages, the boys will tend to think about blocking assignments against various defenses, and you won't constantly be hearing that lineman's prayer, "Coach, whatta I do if the man ain't there?"

SCOTTY SAYS:

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BARABOO, WISCONSIN, DEPT. A



If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

It was the first practice session at Elmhurst, Ill. Coach Bud Colin stood watching a big raw-boned newcomer galloping around the field in search of something to do. Now and then he would get his hands on a ball and toss it to somebody else as if it were an apple or a softball.

"Who's the big boy?" asked Colin of his assistant. "He sure has plenty of size and evidently a little speed. If he has brains, maybe we can make him into a fullback. We sure need one!" After a few minutes Coach Colin beckoned to the boy. "In what position do you play?" he asked.

The boy turned sidewise, stretched his long arms over his head, squinted at a point about 60 feet away, and brought his hands down quickly to belt level. Then, with a glance over his left shoulder, he replied, "Why, I usually play in this position."

Canisius High of Buffalo, N. Y., can be proud of the fact that one of its graduates is the youngest player in the major leagues. He is Sebastian Sisti, 19-year-old infielder for the Boston Bees.

The formula for good editorship set up by the *Union Republican*, Albia, Iowa, might also apply to coaching, at least in some communities.

"A good editor is one who has never made a mistake; who has never offended anyone; who is always right; who can ride two horses at the same time he is straddling a fence with both ears to the ground; who always says the right thing at the right time; who always picks the right horse as well as the right politician to win; who never has to apologize; who has no enemies and who has worlds of prestige with all classes, creeds, and races. There has never been a good editor."

Nebraska University will have at least four ardent rooters this fall. Four of the members of the football squad are married: the Kahler brothers, Bob and Royal; quarterback, Roy Petsch, and Clarence Herndon, a tackle.

What's your hobby? Ralph Heikinen, all-American guard who will return to Michigan this fall as an assistant, collects fine recordings. Heikinen is a product of Bessemer, Mich., High where Bob Rheisen, former Minnesota star, annually turns out powerful elevens.

Where did Joe Graf, Lawrence College sprinter, go to high school? Is he from California? He never won a 100-yard dash before going to college and never lost one afterwards.

The percentage of pitchers who achieve no-hit, no-run fame is very low. The number that have managed to turn the trick twice is even smaller. In a class by himself is Ed Goralski of Morton High, Cicero, Ill. Last spring he pitched two no-hitters, one against Highland Park, a rival in the strong Suburban League. This summer Goralski played with the St. Mary's team in the C. Y. O. league. Against Sacred Heart he turned in another no-hit, no-run game and fanned twenty batters in the process.

Goralski's victims must have felt something like the first man to face Satchel Paige, famous speedball pitcher, in the East-West colored all-star game at Comisky Park. Nat Wharton reports:

"Three straight strikes were called without the lead-off man taking the bat off his shoulder. When he returned to the bench a teammate asked, 'What's that guy got, anyway?' To which the batter replied, 'How do I know what he's got? I never even saw those three strikes he threw past me!'"

There's a reason for the unusual vim and vigor with which the country's six-man players are going through their pre-season paces. A rainbow in the shape of a beautiful trophy will await the nation's 30 best players at the end of the trail. The Horlick's Malted Milk Corp. is playing Santa Claus. At the end of the 1939 season they will award a trophy to each of the 30 leading players selected by *American Boy*. The 30 leading teams will also receive trophies in addition to cash towards the purchase of athletic equipment.

Bill Kern, Carnegie Tech's new miracle man, almost suffered nervous prostration this summer while attempting to teach a summer school fullback how to execute a half spin over guard. The back would turn all right but could never find the right hole, despite the fact that a tremendous opening was always there. After watching the spinner mess up the play five times in a row, Kern turned to Bo McMillin and hopelessly mumbled, "What can you do with a blind fullback?"

When Mal Stevens, N. Y. U. coach, was head man at Yale several years ago, he was famous for his pre-game pep talks. Before one of the Harvard games, the story goes, he delivered a talk that old Yale blues still talk about over their tea and crumpets. It went something like this:

"When you boys run on to the field I want you to remember what the letters of your school stand for. 'Y' is for Young. Young men of Yale go out there and beat Harvard. 'A' is for Ambitious. Ambitious men of Yale go out there and beat Harvard. 'L' is for Loyal. Loyal men of Yale go out there and beat Harvard. 'E' is for Earnest. Earnest men of Yale go out there and beat Harvard."

As the sons of old Eli thundered out of the locker room, a substitute was

heard to murmur, "Boy, it's a lucky thing we're not playing for Mal at the Massachusetts Institute of Technology."

Even in the summer-time basketball continues to make the headlines. On June 10, its inventor, Dr. James Naismith, 77-year-old professor of physical education at the University of Kansas, was married to Mrs. Florence Kincaid, 56, a fraternity housemother at the university.

So far as we have been able to discover, Janet Shock, Ohio State women's golf champion, is the only girl in the country to represent her college on a men's golf team. Last season she won eleven out of twelve matches for Denison University.

It seems that our story about the doings of the Melrose, Fla., teams of recent years was all wrong. The item should have read 102 victories out of 129 starts. And we remember that there was something about the practice sessions being limited to thirty minutes a day. We learn, too, that Coach Robert Dell, formerly of Melrose, is now doing his mentoring at Bronson, Fla.

Head Football Coach Howard L. Johnson of South High School, Denver, Colo., sent us the following note about three days too late for inclusion in the June issue. (*The deadline for copy is the eighteenth of each month.*)

"After reading in 'Coaches' Corner' about the impressive record of the Evanston, Ill., rifle team, I thought that some followers of the department might be interested in the scores of two of the Denver schools in their matches for the Hearst trophies.

"West High of Denver was the number one team in this area with a score of 964 out of a possible 1000, while South High turned in a 943.

"Enjoy the department very much. I often come across the names of many friends all over the country."

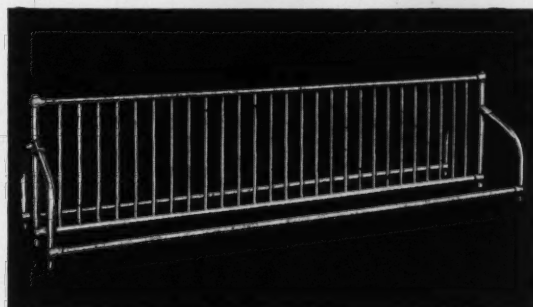
The comment of Arch Ward, veteran sports writer for the *Chicago Tribune*, upon the ability of some athletes to overcome tremendous handicaps should be engraved in bronze and hung in every gym in the country.

"The 1939 season has been anything but kind to the American League. . . . First it was Monty Stratton, who was struck down at the height of his career, and now it's Lou Gehrig. . . . It hurts to lose fellows of their brilliance. . . . Stratton accepted his misfortune with the same display of courage that marked his days on the mound for the White Sox. He has risen above his affliction. . . . Gehrig will do the same. . . . After all, isn't that the way heroes are made? . . . It's one thing to win a ball game for the sake of one's club. . . . It's far more important to win a battle for life for oneself."

BILL WOOD

AMERICAN EQUIPMENT for SCHOOLS

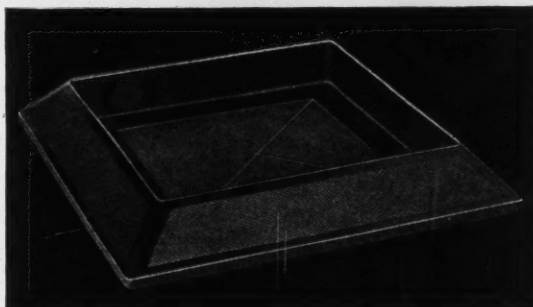
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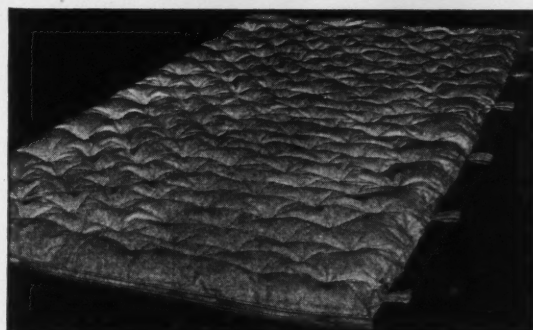
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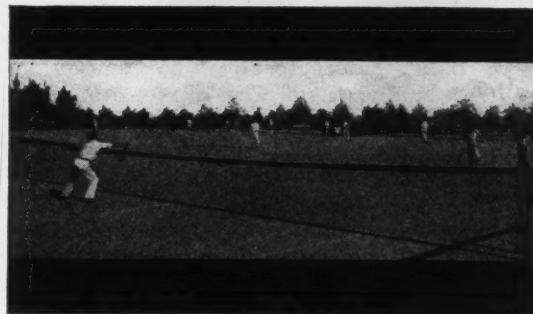
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Posture Parade

(Continued from page 24)

protruding abdomens and hips and walking faults. This counts for 60 percent of the grade on marching. Twenty-five percent is given for the alignment and spacing of the lines, and response to rhythms (keeping time to the music) constitutes the remaining 15 percent.

When the girls are standing still, the judges inspect them for posture (90 percent) and alignment (10 percent). During the exercises, the girls are again checked for posture (regardless of the positions of the arms, trunk and legs), and also for the rhythm and coordination with which they execute the exercises (regardless of posture.)

After the exercises have been done by each school in turn, all the junior high girls execute them as a unit, giving the judges an opportunity for comparison after the individual check. The scores are then collected and tabulated. The judges meanwhile examine the representatives from each school who have been chosen for their perfect carriage. While the officials are carrying out their chores, the spectators are entertained by a folk dancing exhibition on the track in front of the bleachers. At the conclusion of the dance, the judges render their decisions and the various awards are distributed by the superintendent of schools.

Six-Man Double Wing

(Continued from page 13)

plays a varied type of game. For one, two or three downs he may play like a backer-up but if a long pass is imminent he goes back.

A strict man-to-man or zone is not feasible in six-man football. When the backer-up plays behind the line of scrimmage, the halves are responsible for the long territory. No matter how many passes are completed in front of them, they must make sure to allow no completions behind them. The backer-up covers the short territory behind the scrimmage line. When he drops back in a safety position, the halves go back with the offensive ends, shifting if they cross. If one end goes far back, the half covering him yells for the safety to take him and goes after the shorter man.

The danger here lies in the completion of passes to short men over the middle. The center, however, can help out by shocking his opponent and dropping back into that territory.

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Charleyhorse

(Continued from page 33)

to 15 inches long and 2 inches wide with about 5 inches attached to the skin. Finally, several spirals of one or two inch tape are applied to hold the whole together.

The injury should always be examined at the end of the first 24 hours. Further treatment depends largely on the judgment of the attendant. In a great many cases the thigh will show only mild tenderness at the site of the injury and the individual will note subjectively some weakness and stiffness. These cases will show almost no limitation of flexion. The injured area should be thoroughly and completely covered by a rigid pad before the individual is released to practice. Many of these cases will need no further attention aside from observation for several days. A few will complain that the thigh "tightened up" during practice. These will need further attention. If it is the judgment of the physician or trainer that the exudative stage is over, that all bleeding and extravasation into the injured area has stopped, heat will be very beneficial in those cases and should be applied. In the cases where the opposite decision is made, a pressure bandage should be reapplied and the lesion examined again after another 24 hours. At the end of this time, 48 hours after the injury, it is always safe in these lesser cases to apply heat.

Ice-pack treatment

Other cases will be more severe than those just described. Tenderness of the affected area will be more severe. There may be some slight swelling of the area and a mild doughy induration. Flexion may be limited. Treat these more cautiously. In some, it may be advisable to hospitalize and apply ice packs. This is the best treatment for those cases where it is felt that the exudative process is still progressing and is apt to progress for several days. In other cases, somewhat less severe and apparently not progressing to any great extent, reapply the pressure bandage, limit activity, and do not permit practice. After another 24 hours, examine again and apply heat if the exudative phase is over. A few will still need restraint and reapplication of the pressure bandage. The rest can be sent to practice with instructions to proceed without fear if the leg loosens up with exercise. If the leg "tightens" with exercise, the amount of practice should be curtailed.

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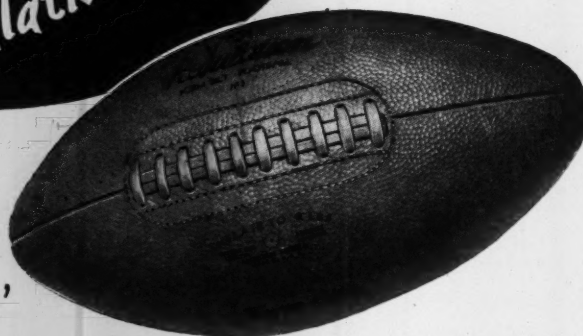
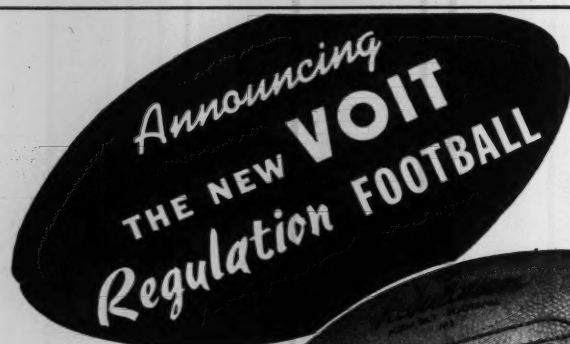
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New Books

(Continued from page 31)

Ulen and Larcum have produced an up-to-date and practical account of how to become a competent swimmer. The authors follow the whole process, from getting one's feet off the bottom for the first time, to the perfection of the various strokes and competitive technique. The crawl, back, breast, butterfly, side, trudgen and other over-arm strokes are all comprehensively outlined and illustrated with over 100 photographs, including many unusual progressive action silhouette pictures. Ten full page plates of progressive action drawings effectively illustrate the section on diving. Each plate covers a different type of dive.

The book also contains valuable information on turning in pools, special skills in the water and hints for competitive swimming. At \$3, the book is a sound investment.

THE MENTAL SIDE OF GOLF. By Kenneth R. Thompson. Pp. 153. Illustrated. New York: Funk and Wagnals Co. \$1.50.

ANYBODY who has ever pushed a golf ball around into 18 far-flung holes knows what a fascinating agony it is. The intense concentration required, the numerous hazards, the element of luck, all combine to make a round of golf a nerve-wracking and exasperating experience.

In *The Mental Side of Golf* Ken Thompson shows you how to better your score by applying correct golf psychology. He presents a number of definite suggestions on the mental side of the game. Theoretically, we all know that the way to cut down on scores is to relax the right muscles, anchor the head and concentrate. But few golfers know how to go about doing it. The author offers a simple technique that will do the trick for any golfer.

While Thompson stresses applied golf psychology, he does not neglect the mechanical side of the game. He tells just how to make every stroke, from the drive to the putt. The book is well illustrated with nineteen photographs.

PRINCIPLES OF PHYSICAL EDUCATION. By Dr. Jesse Feiring Williams. Pp. 453. Illustrated—tables and diagrams. Philadelphia: W. B. Saunders Co. \$3.

WHILE it has not been necessary to alter the underlying philosophic viewpoint of the book, the author, in this third edition, has broadened his text to include newer viewpoints which were non-existent when the original volume appeared in 1927. The basic principles have not been altered with the passing of years, although significant changes have been made in almost every chapter in order to bring the book up to date. This book is one of the basic texts in physical education.

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HOW TO PLAY GOLF. By Ben Thomson. Pp. 65. Illustrated. New York: Prentice-Hall, Inc. \$1.75.

BEN THOMSON has been turning out winning teams at Yale University since 1926. He served his apprenticeship as a club maker and amateur player in Scotland and later became a professional and taught at Southampton, Mount Kisco and Aiken.

With almost thirty years of golfing experience behind him, Thomson is well qualified to lay down the most effective playing methods. In his book, he analyzes the fundamentals of grip, stance and swing from the woods right down to the putter. He also gives helpful advice on the problems of slicing, hooking, playing from the rough and hitting into or with a wind. He analyzes the strokes, what faults to look for and how to correct them.

The author has a knack of expressing himself simply and clearly and presents his material in a form easy to put into practice. For the experienced golfer, the book points to fundamentals of which he cannot be too often reminded; for the beginner and his teacher, it outlines and develops a logical approach to sound swinging. The result is a clear exposition of the principles which underlie all sound swings, however widely they may differ in execution. Fifty-two photographs illustrate the grips, stances and strokes.

ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION. By Jesse Feiring Williams and Clifford Lee Brownell. Pp. 632. Philadelphia: W. B. Saunders Co. \$3.

THIS book, a second edition, has been designed to serve as a text in undergraduate and graduate colleges and universities giving courses in health and physical education. It discusses the various activities of the physical education program as a single administrative unit. The authors, both professors of physical education at Teachers College, Columbia University, give counsel on a host of present-day problems. They consider the basic principles of administration, health service, handicapped children, staff personnel, gymnasium facilities and equipment, care and maintenance of playgrounds and athletic fields, intramural and interscholastic athletics, etc.

The book not only contains descriptions of the activities, policies, standards and procedures of the various divisions of health and physical education, but explains the administrative interrelationships existing between them. The book should be of assistance in solving the multitude of administrative problems confronting directors, supervisors and teachers of health and physical education. The second edition has a new chapter, titled "The Administrator at Work," and a wealth of other new material.



Eye Appeal

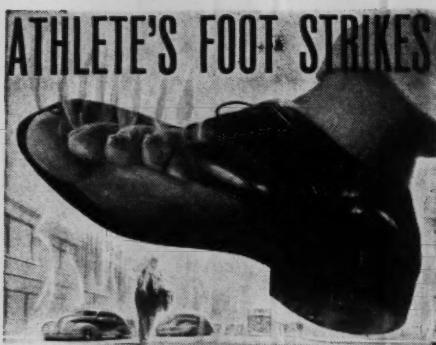
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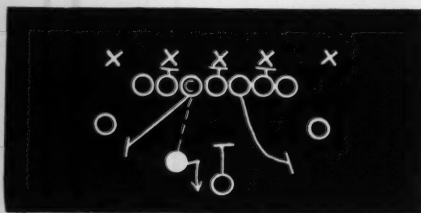
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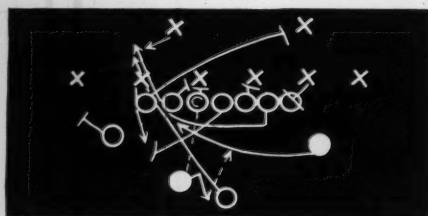
Coaching School Notes

(Continued from page 15)



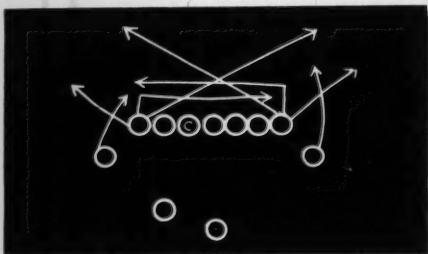
Diag. 5

Diag. 5 shows the type of protection offered by the double wing against a five-man line. In summing up, Meyer stressed the point that a passer, when being rushed hard, should not drop back but should move forward slightly where he is more likely to get aid from his blockers. On passes into the flat, the T.C.U. coach never holds his passer responsible in case of interception. Instead, he expects one of his linemen to move toward the sideline after blocking his man.



Diag. 6

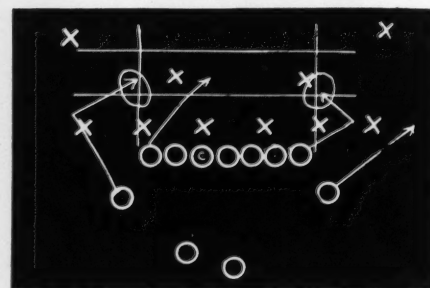
After discussing the three elements of the passing game, Meyer touched briefly on the development of the aerial attack. As anybody knows who has seen T.C.U. in action, Meyer has no indicated passing zone or down. His teams forward or shovel pass from any part of the field.



Diag. 7

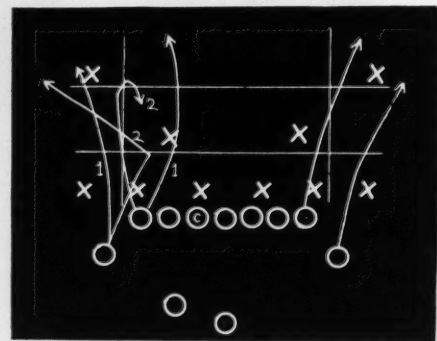
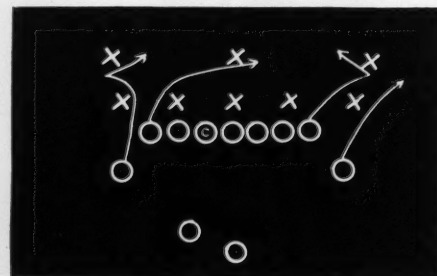
The type of shovel pass outlined in Diag. 6 is a favorite bit of strategy against a rushing defense. The ball is snapped back to the quarterback who fades back and looks downfield as if to pass. Instead of heaving a long one, however, he shoots a short, overhand shovel pass, about chest high, to the right wingback. The wing runs slowly under control until

the ball is caught, after which he proceeds under full steam. In this play, the outside tackle and the fullback go through the hole inside tackle abreast. On a shovel pass play outside the defensive tackle, the left wingback and end double team the defensive tackle and the right guard takes the end instead of the tackle. Otherwise the assignments remain the same.



Diag. 8

When confronted by a strict man-to-man defense, Meyer likes his receivers to do a lot of crossing (Diag. 7). Against a zone defense, he deploys his receivers as outlined in Diag. 8. Five-men lines, Meyer believes, are hard to run against but easy to circumvent with passes. He tries to beat them by getting four men in the short zone (Diag. 9). On passes into the long zone, the receivers should be well spread so that no one defensive man can cover two potential receivers (Diag. 10).



Diags. 9 and 10

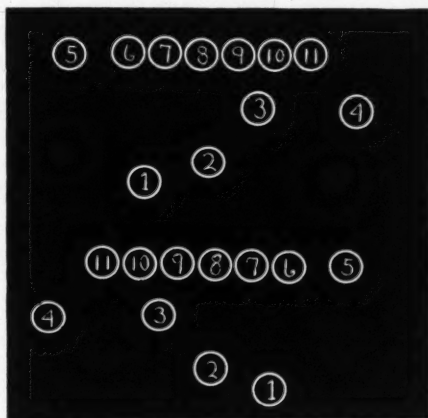
Diag. 10 illustrates two ways in which the wingbacks and ends may coordinate their tactics on forward pass plays into the long zone.

"Bo" McMillin

Reported by "Goober" Keyes
Lubbock, Texas

AT the Texas High School Football Coaches Association Coaching School, Alvin "Bo" McMillin, working with a select group of high school stars, outlined and showed exactly how he teaches the fundamentals of offense at Indiana University.

The Hoosier coach has developed a unique system of offense in which the positions are designated by numbers rather than by such standard nomenclature as left end, left tackle, etc. For example, in his unbalanced line, the loose or weak-side end is always known as the number 5 man. Each successive lineman is numbered in sequence, making the strong-side end number 11. The tailback is always number 1 and the center, 7. **Diags. 1 and 2** show how the idea works on formations right and left.



Diags. 1 and 2

McMillin believes in having as few plays as possible but likes to set them up in sequence so that every play in a series looks exactly alike. The best type of scoring plays are angle cuts, plays that start toward the middle and angle either inside or outside tackle. For deception, spinners and reverses are preferred. The spinner man is taught to maintain a low center of gravity and mask the ball as much as possible. Each spinner play or reverse has a pass in the set-up which pays off in long gains when called at the right time.

When behind in score, McMillin doesn't believe in conserving his pet plays. Regardless of the time, he doesn't wait to get out of the hole. He uses his best plays. A number of other offensive principles follow: (1) Follow up off-tackle plays with mouse-traps. (2) Pass on first or (Continued on next page)

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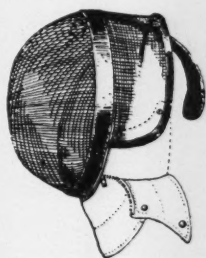
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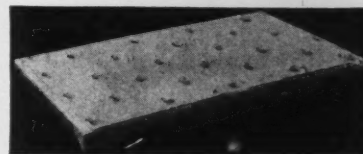
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second down. (3) In blocking, especially on backers-up, make the opponents commit first before establishing contact. (4) Use any formation from which you can quick kick. (5) Indiana backs start from a three-point sprinter's stance.

These general offensive theories will fit any basically sound formation, McMillin believes, but something odd should be thrown in to throw off the opponents' timing and give future foes something to worry about. Under any system of offense, the quarterback must be taught how to train his thinking in making his play selections. He should be able to size up the situation instantly, keeping all these points in mind: down and distance to go for first down, position on field, time left to play, condition of field, score, elements (wind, rain, sleet, etc.).

Indiana's passing game

From quarterback strategy, McMillin delved into the passing game. Good passers, he thinks, can be made but the process is slow and laborious. Indiana passers start throwing as freshmen and keep on throwing after the season, practicing a half hour a day on their own time throughout the winter and spring.

Indiana passes originate from a stem so that every pass looks the same as the preceding one. The passer takes the snap from center and dances back with his feet well under him and the ball held in both hands. He keeps up on his toes and uses all his height to spot the receivers.

While McMillin allows his throwers to use any grip they find comfortable, he personally favors a type of grip in which the fingers are held down the long axis of the ball, well to the rear. The passer retreats rather deeply into the backfield in the hope of luring the rushing ends to him. The blockers are well aware of this and do not clamp on their blocks until the ends have charged almost up to the passer. As the rushers come up close, the passer suddenly strides forward, the blockers ride the ends back and out and the ball is dispatched to a receiver.

The actual throw is accomplished with two movements. While the passer has been dancing back, he has been holding the ball up high with both hands. When he gets ready to throw, he strides forward, shoving the ball up simultaneously with his left hand. McMillin teaches this movement because he doesn't believe a passer can start the ball up with one hand. The ball is brought



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up behind the ear and thrown with a forceful wrist snap overhand. The passer's right side is relaxed and he takes a step in the direction of the receiver.

He picks out the eligible receiver by watching the key man on defense. The passer knows beforehand where the receivers are going; hence, the defensive tactics of the opponents will determine the ultimate receiver.

The faking of the receiver helps greatly to assure the success of the pass. McMillin has his receivers start in the same direction on all pass plays and then through feints and change of pace find different alleys. When the ball is thrown to him above shoulder level, the receiver is expected to make the catch with the thumbs in. When the ball is below shoulder level, the most expedient method of reception is with the thumbs out. McMillin has several simple drills for "rockfisted" boys, players who cannot hang on to forward passes. He may advise the boy to wring his hands for awhile to promote relaxation, or give him a football to play with. The player is supposed to keep the ball aloft by jabbing at it with the fingertips of both hands. In this fashion, the boy learns how to reach for a pass with relaxed hands and loose wrists.

System flexible

The flexibility of McMillin's system is illustrated by the weak-side end's assignment on end runs. On sweeps to the right, the left end races into the halfback's territory just as he would on a pass play. If the defensive backs play him as a prospective pass receiver, the end run is more likely to succeed. If they disregard him and concentrate on the end run, the ball-carrier, if cornered, can drop back and heave him a long pass. When playing at Centre College, McMillin is fond of saying, more touchdowns were made from the end run signal than from any other two pass plays.

McMillin's general rules in regard to the kicking game are based on the assumption that the wind is at the back of the offensive team. When the ball is inside your own 20-yard line, kick on first down regardless of everything else. Inside your 35-yard line, as a general rule, it also is best to kick out on first down. Inside your 45-yard line, kick not later than second down. From the opponent's 45-yard line in to their 25, punt on fourth down and try for out of bounds.

(Continued on next page.)



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All-star game

The North-South high school all-star game, which is held every year as a climax to the coaching school, ended in a 6-6 tie this year. The players from North Texas, coached by "Bo" McMillin, used a single wingback formation with the line unbalanced to the right. Using passes effectively, the North team drove down to the 3-yard line and scored on a slant by the tailback between guard and tackle.

The South Texas team was coached by "Bear" Wolf, North Carolina mentor, who used a double wingback with an unbalanced line strong to the right. Both teams used the orthodox 6-2-2-1 defense.

Bernard F. Oakes

Reported by Edward Wagner
Boulder, Colorado

AT the coaching school sponsored by the University of Colorado, Bernard F. Oakes, coach of the home forces and an oracle on football line play, gave a detailed course on the fundamentals of offensive line play in which he stressed the importance of versatility. The need for a well-rounded repertoire of individual stunts becomes apparent, he declared, when you take into consideration the fact that contact is repeated on the same opponent on almost every play.

If a lineman is going to play his man the same way every time, his effectiveness is bound to decrease as the game goes on. His opponent will find it a simple matter to diagnose his attack and prepare ways and means of beating it. Consequently, the lineman must be equipped with a complete bag of tricks. He must be versed in enough stunts and fundamentals to be able to change tactics whenever necessary, just as a team must have enough plays to vary its attack. A team whose linemen can vary their tactics is more versatile and better equipped for success than the team whose linemen cannot.

Of course there is a limit to the number of individual techniques that

can be absorbed by high school and college linemen. The number and type of tactics depend upon the coach. Before the season begins, he should select and classify according to their importance the types of blocks and charges which will be necessary in his scheme of offense. He may be more general in his selection of defensive fundamentals.

Offensively, a differentiation is made between the terms "blocks" and "charges." Blocks are interfering types of contact, less aggressive, more passive and adequate only for holding an opponent in check. The purpose of the charge, on the other hand, is to drive the opponent out of the way. Hence, charges are quick contacting, aggressive, fast and powerful.

Whatever the ultimate charge or block may be, a lineman's position or stance is of utmost importance. It is the foundation upon which all fundamentals are based and from which the coach expects his players to secure a fast, powerful charge.

A lineman should assume a comfortable squatting position with the left foot forward and the toe of the right foot on line with the heel of the front foot. The feet are about one to two feet apart depending on the size of the man. In this position the player's hips are low, back straight, head up, eyes and toes pointing straight ahead, shoulders even, and neck "bulled." The right hand should rest lightly on the ground with the fingers bent under and on a vertical plane with the forehead. The left hand rests on the left knee with the fingers pointing down and the elbow filling the gap between the player and his teammate. This hand serves as a brace and facilitates pulling out of the line. In pulling out, Oakes advocates a direct step backward with the foot nearest the line of flight and a pivot on the other foot. At the same time the head, shoulders and inside hand are dipped in order to keep low while running.

Blocks and Charges

After discussing stance, Oakes plunged right into an analysis of the various blocks and charges. He believes that a coach should follow a definite progression in developing a system of blocks and charges. From the fundamental head-on charge, one block should evolve from another; first, the head-on charge; second, the shoulder block; third, the side body block; and, last, the pivot block. An attempted head-on charge may be followed by a momentary shoulder charge, a side body block and a pivot

block when a player is attempting to maintain contact. If a shoulder charge is missed entirely, a player may immediately throw a pivot block to get the necessary contact. A description of the fundamental details of the Oakes' system of line play follows:

HEAD-ON CHARGE. The charge is made by tensing the muscles of the neck and shoulder and extending the elbows so that one hand grasps the other below the chin with both hands touching the chest. The player charges into the opponent's abdomen with a "bull" neck, straight back, low hips, head up, feet well spread and both legs digging with short choppy steps. After contact is established, the lineman pivots and drives the opponent away from the play.

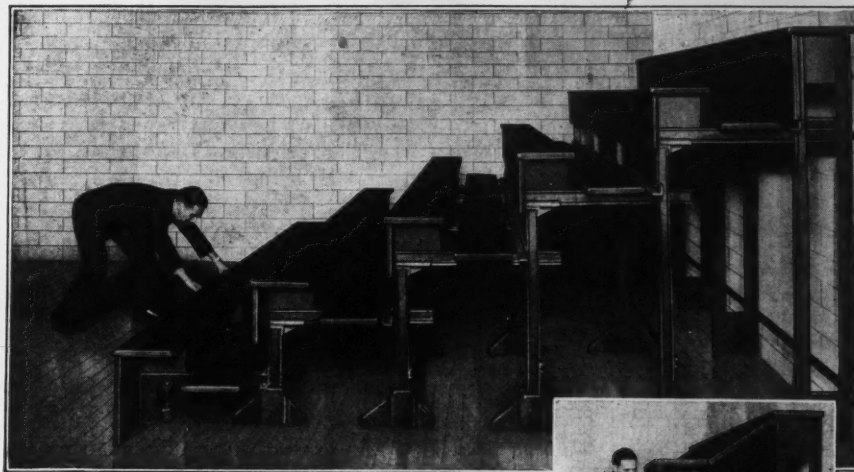
SHOULDER CHARGE. This charge is executed in much the same manner as the head-on charge except that the head is on the side of the opponent to which the play is going and the force of the charge is produced by the shoulder. The first step may be fairly long to get quick contact, but short, choppy, powerful steps are needed to maintain the charge and control the opponent. The main point of contact should be near the junction of the neck and shoulder to prevent any possibility of the shoulder slipping off the opponent's thigh. The head drives past the outside of the thigh and the elbow (extended) and upper arm slaps the opponent across the middle and prevents him from sliding off. The head must be kept up and should clamp the opponent's leg into the blocking angle formed by the head, neck, shoulder and elbow.

SIDE-BODY BLOCK. In this block, the head and side are turned to the side of the opponent to which the play is going. A pivot is made on both feet and the shoulders, hip and back are thrown across the opponent's midsection. The knee of the forward leg protrudes to the rear of the opponent on one side and the elbow is extended on the other side so that the defensive player cannot side-step in either direction. The rear or pivot foot is on line with the opponent's charge. As in the charges, one hand or even both may be dropped to the ground to maintain balance and to aid in bracing against the opponent's charge.

PIVOT BLOCK. The lineman steps forward with the foot nearest the opponent or to the side he is shifting. This foot is then used as a pivot as the body and opposite leg are swung

(Continued on next page)

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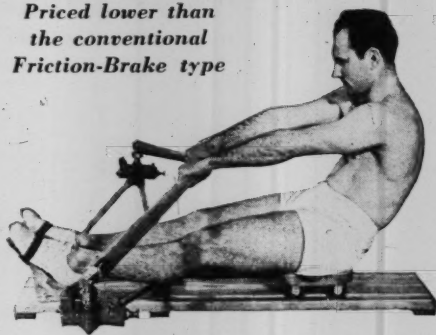
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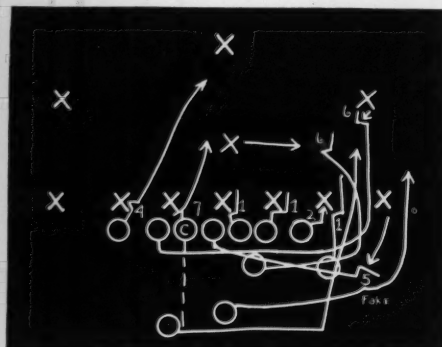
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around and thrown horizontally across the path of the opponent. The hips and side are driven hard into the opponent's midsection and short choppy steps are taken with the pivot foot to maintain contact. The hand on the same side of the body as the pivot foot is placed on the ground to support the body and keep it in high blocking position. The upper leg and foot are whipped around hard and fast to prevent the opponent from sliding in that direction.



Off-Tackle Play

Blocking assignments: (1) Left shoulder charge; (2) Head-on charge; (4) Cross-over left shoulder charge and goes for secondary; (5) Shoulder charge, side-body or knee hook; (6) Running head-on, shoulder charge or side-body block; (7) Checks and then goes down.

These blocks and charges may be used singly or in progression (from head-on charge to pivot block) depending on the situation. The more the lineman has at his command the better are his chances of "getting his man." A versatile player will also have a working knowledge of the following blocks:

SIDE-STEP SHOULDER CHARGE. This is made by using a quick forward side-step with the foot nearest the opponent and dipping the hips and shoulders into his abdomen. The opposite foot and leg are quickly brought into correct charging position and short choppy steps are used to drive the opponent away from the play. In charging, the player should continue to flank his opponent by shifting his hips as he steps, always keeping his head, body and hips between the defensive man and the play.

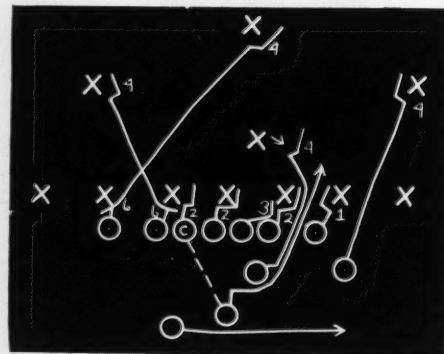
CROSS-OVER SHOULDER CHARGE. Here the lineman quickly swings the foot farthest away from the opponent across in front of him and as far as possible to the side. The body pivots on the opposite foot and the player is momentarily headed side-ward and across the defensive player. On the second step, the foot which at first was nearest the opponent is swung around and the body pivoted on the foot which crossed over. This

carries the man into a good shoulder charging position flanking the defensive player. The hips and shoulders are dipped into the opponent's abdomen and the pivot foot is planted hard into the ground to get a powerful leg drive.

CHECK BLOCK. This is a waiting block in which the player waits for the opponent to commit himself and then steps in head first to meet him. The elbows are extended with the hands clasped against the chest and the feet are well spread and braced, ready to shift laterally either way. The hips and shoulders should be at right angles to the opponent and the play.

REVERSE-BODY BLOCK. The player takes a quick step sideways with the foot nearest the opponent and swings the opposite foot, leg, shoulders and back into the opponent's midsection. The pivot or rear foot is kept well braced at a good angle to give sufficient power to the block.

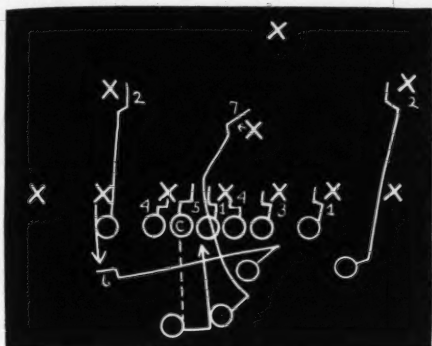
SPRINGING SIDE - BODY BLOCK. In executing this block, the player steps sideways with the foot nearest the opponent and swings his body into him with all the springing power of the legs. On completing the sideward spring, the player lands on one or both hands with arms extended to keep the shoulders and back in a high blocking position.



Fullback Plunge

Blocking assignments: (1) Right shoulder charge; (2) Left shoulder charge; (3) Head-on charge; (4) Running head-on charge, shoulder charge or side-body block; (6) Check block and goes for secondary. In downfield blocking, the player must naturally use the block that is best adapted to the situation.

CLIPPING ON THE LINE. If the lineman's charge has been deflected in some way and his opponent is charging past him, the lineman may raise his body and throw himself backward on the opponent's legs. He hits the latter as high as possible and drives hard to the rear with his legs. When contact is made, a backward roll up and on to the opponent's legs will help bring him down.



Cut-Back Over Center

Blocking assignments: (1) Right shoulder charge; (2) Running head-on charge or side-body block; (3) Side-step right shoulder charge; (4) Side-step head-on charge; (5) Left shoulder charge; (6) Left shoulder charge, knee hook or side-body block; (7) Running head-on charge, shoulder charge or side-body block. Both enemy guards are double teamed.

SMOTHERING A SUBMARINING LINE-MAN. A lineman may prevent a defensive man from diving under or submarining through his legs by hooking the inside knee to the man's head and shoulder and then throwing the body upon the opponent's back as dead weight. The knee should be driven along close to the ground to prevent the opponent's head or shoulder from slipping under it. The outside foot should be used as a brace against the opponent's charge.

KNEE HOOK. This block is quite effective against long-legged men. It is made by driving the knee and foot closest to the opponent as far through his legs as possible, keeping the head and shoulders between him and the play. At the same time the body is shifted sideward, the hip on the same side as the forward knee is driven into the opponent's midsection. The elbows are extended the same as on a shoulder charge and the back is kept low. The defensive player can be kept pinched in this position by a sustained shifting of the hip into his crotch.

OPEN-FIELD BLOCK. In this block the player should conceal his intentions by running directly at his opponent and keeping his eyes focused straight down the field. As the blocker nears his opponent, he pivots on the outside foot and drives his side and hips into the opponent's midsection. As contact is made the upper leg is whipped around high to the rear to aid in the circular movement made by the pivoting and also to spill the opponent should he attempt to hurdle the block. As the body drives horizontally across the opponent, the lower hand is placed on the ground and the arm straightened to keep the shoulders and side in a high blocking position.

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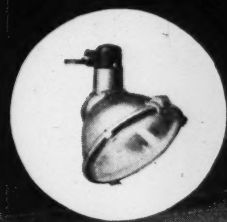
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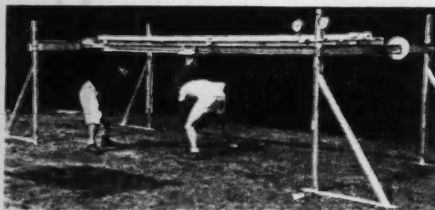
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New "Comeback" Dummy



No "New Equipment" column is complete without a contribution from Marly Gilman, dummy maker extraordinary. His latest is a canvas-covered, inflated blocking dummy which picks itself up after being hit. He calls it the Pneu-Comeback Dummy. It weighs 60 pounds when totally inflated with most of the weight centered below a fire effect at the base. With two handles at the top and a reasonable "tonnage," the dummy can be easily picked up and moved around the field.

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Essential Foods for Athletes

THE effect of the different foods upon the body and its activity is so varied, and the choice of foods so wide, that it is imperative for the athlete to know something about foods and his own special needs for the various substances they contain. His diet must supply him, first, with the essential elements necessary for maintaining his body in perfect working order; and, second, it must supply him with enough fuel food to meet the greater demands upon the body.

Every diet consists of the same essential ingredients: proteins, carbohydrates, fats, vitamins and minerals. The proteins supply energy and heat, and are present in all animal foods (meat, fish, fowl, milk, milk products, eggs) and in many vegetable foods like peas, beans and nuts. Carbohydrates supply energy and heat, the chief sources being cereals, sugars, syrups, vegetables and fruits.

Like carbohydrates, fats represent stored energy both in animals and the few plants that contain them. Animal sources are: butter, cream, cheese, yolk of egg, cod-liver oil and the fat of meat. Vegetable sources are: olive oil, nuts, olives, chocolate and cottonseed oil. The main function of fats is to serve as fuel.

Mineral salts are needed not only for building purposes, but also for regulating body functions. The principal minerals and their sources are: calcium, found in milk, milk products, green leafy vegetables and fruits; phosphorus, found in nuts, whole grains, eggs, milk, and oatmeal; iron, found in beef, oysters, spinach, liver, molasses, egg yolk; copper and iodine.

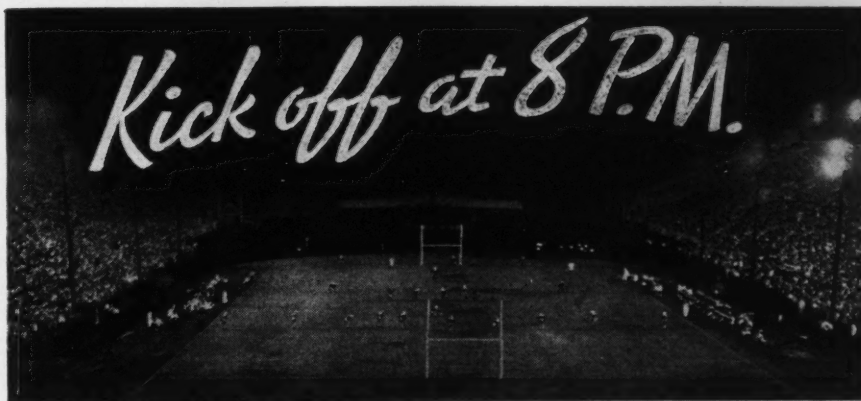
Vitamins occur in minute quantities in food but they have important effects on the diet. They are needed for general body welfare and to increase the ability to resist disease. The chief sources of vitamins are milk, vegetables, fruits and fruit juices such as pineapple juice, orange juice, etc.

Importance of milk

The importance of milk in the dietetic scheme cannot be underestimated. It is the one food whose sole function in nature is to serve as food. It is also the one food for which there is no satisfactory substitute. Like vegetables, milk contains a good supply of some of the minerals most needed in the diet, and it also contains all of the vitamins. There are no other known foods which furnish all of the vitamins in such well-balanced proportions.

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(Concluded on page 54)



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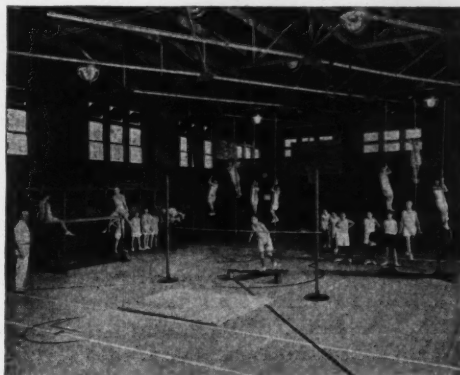
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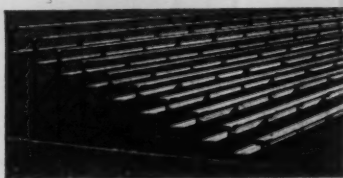
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Is Coaching a One-Man Job?

By Clarence Hines

As principal of Pendleton, Ore., High School, Clarence Hines has a vantage point from which he can note the trends of interscholastic athletics in the Northwest. His observations during the past ten years lead him to believe that the secondary schools in his section of the country are drifting away from the traditional one-man arrangement in the coaching set-up. This trend may be more pronounced in the Northwest or it may be confined to that locale, but either way Hines believes that the principle of a divided coaching set-up should be manna to coaches and administrators everywhere.

IF REPORTS which appear from time to time in the leading newspapers of the Pacific Northwest may be taken as a fair indication of the trend throughout the country, the coaching of the various sports in our secondary schools is no longer a one-man job. Scholastic coaching seems to be gravitating towards the same type of specialization that distinguishes the college set-up.

This trend towards a division of coaching labor was exemplified in an article in one of Oregon's larger newspapers. It was reported that a former college basketball star had been engaged to coach basketball this season at the high school from which he graduated. The significance of this news story was the fact that this appointment was made possible "under a divided coaching set-up inaugurated by the school board." The man whom the ex-college player succeeded had been coaching football and basketball in this particular high school for the past three years. Under the new plan he will confine his coaching to football.

School officials, in commenting on this change, "pointed out that dual coaching programs have been inaugurated in many Oregon high schools in recent years to lower the coaching burden which is considered too heavy for one man." This general summation of the motives for changing from one coach to two coaches for the major sports of football and basketball may be sufficient for a news story, but a more detailed analysis is necessary if the matter is to be clearly understood.

A survey of the secondary school coaching situation in the Northwest reveals a number of unequivocal facts which may be pertinent to other sections of the country as well: first, to coach any sport successfully is a highly specialized task; second, the nervous strain on most coaches is quite noticeable during the season; third, there is less pressure from certain community elements if the

coaching assignment is divided among two or more men; and, fourth, it is possible for coaches to be better classroom teachers if they coach only one sport instead of a year-round sports program.

It seems rather obvious that if colleges and universities find it necessary to hire a corps of highly specialized coaches for their various sports, then these activities are highly enough specialized to require at least one coach for each sport in the high school. Yet in many of the larger colleges at the present time, it is difficult for an athlete to participate successfully in more than one sport due to the conflicting sports seasons and the keen competition for positions. Spring football frequently interferes with track or baseball which, in turn, interfere with each other.

The result of this conflict of college sports may be reflected in several different ways. One is that the small college, not the large university, provides most of the successful three-sport coaches because it is in the small college with its limited manpower that an athlete has a chance to participate in three sports.

Specialized coaching

In the high schools in this section there is a growing tendency not only to employ a football coach who is an expert in the sport but even to employ one or more assistants who are specialists in that department of play in which the head coach is weakest, the line or the backfield. This does not apply in basketball where the athletes all play along the same general lines, but a second coach is often employed for the reserve or "B" squad.

With the present emphasis on winning games rather than upon playing them to the best of the ability of the material, it would be quite unusual if the coach did not suffer considerable nervous strain. A winning season means a new contract in many communities and that means eating regularly for another year. It is small wonder that a coach who goes through a football season and then on into basketball with hardly a let-up becomes a bundle of nerves about the first of February. There is no such tension when a coach handles only one sport. He can put more into his coaching, usually with better results as far as his own well-being is concerned, and that of the boys under his direction.

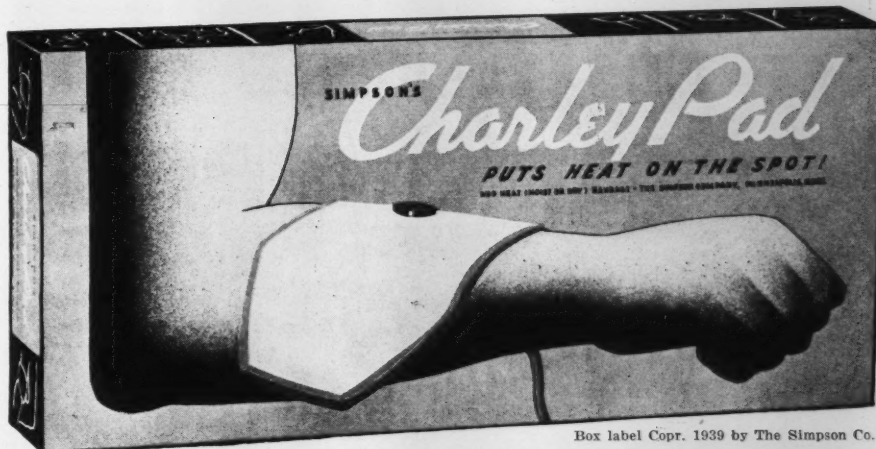
There are few communities without a "fan" element that will make it very uncomfortable for the coach and for the school authorities who employ him if the team has a losing season. Perhaps the reason they are called "fans" is because they blow hot or cold according to the team's success or lack of it. Many schools have discovered that if they divide their coaching among two or three men the pressure from this downtown group is negligible as compared to the disapprobation when one man does all of the coaching. If the football coach loses a few games he does not have to step out and again become the target for snipers during the basketball and track or baseball seasons. The community has a whole year in which to forget his record.

For better teaching

Many administrators are prone to favor a division of coaching duties from the standpoint of improved academic teaching. They feel that the man who has concentrated too greatly on athletics in college has done so to the neglect of his scholarship. When he enters the secondary school field, as a result, he envisions himself as a coach, not as a teacher, and centers his interest on athletics with little or no concern for his teaching assignment, which, under most administrative set-ups, is the thing of primary importance. Even though this type of coach is a physical education major, he frequently fails to put across the first principles of health or physical education either in his classes or through his coaching.

On the other hand most of the men who are now coaching only one sport generally possessed average or high scholarship records as undergraduates. Many of them were one-sport men in college who majored in academic fields. For this reason they have an academic, rather than an athletic, outlook as far as the secondary school program is concerned. Coaching to many of them is an avocation rather than a vocation, their vocation being teaching in their major field. This does not mean that they do not work hard at their coaching assignments but rather that they see the sport in its proper perspective—not as a life and death, bread-and-butter proposition which should take precedence over their teaching and everything else in the school program.

This type of coach, because of his knowledge of the range and duties of the other teachers in the school, is in a position to enlist the cooperation of the other teachers in the special objectives of physical education.



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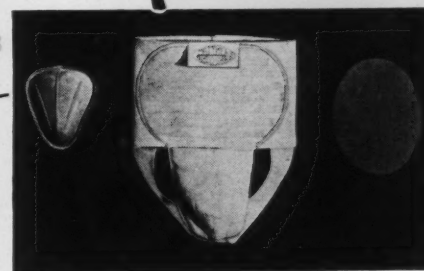
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Essential Foods

(Continued from page 51)

which grain proteins tend to be deficient, milk is a most effective supplement to breadstuffs and cereals, the foods which constitute the most economical source of energy and protein in the diet.

Since milk also contains carbohydrates and fats for energy, it is very nearly the perfect food. It plays a more important part than any other food in giving the ordinary American dietary a well-balanced mineral content. Especially is this true in regard to the dietary supply of calcium. As a rule, the calcium content of the diet depends mainly upon the amount of milk consumed. Without milk, it is unlikely that the average diet would contain enough calcium for the best nutrition of the growing child.

Calcium is an element of special interest to the athlete. One of the secrets of endurance is the ability of the body to neutralize the waste products accumulating during muscular activity. Calcium is one of the most important alkalis employed for this purpose.

Fortifying preparations

Fortifying preparations offer a simple, palatable way of adding several food essentials lacking or deficient in the average diet. They are particularly valuable in fortifying milk with the essentials already present, and also add several essentials lacking or deficient in pure milk, notably iron and Vitamin D.

Under John Bunn at Stanford University, each basketball player was required to drink a quart of milk daily. The menu of each player during training consisted of the following basic diet. He was allowed to have other food, but in order to provide a nutritional balance he was required to include in his daily diet the foods that follow:

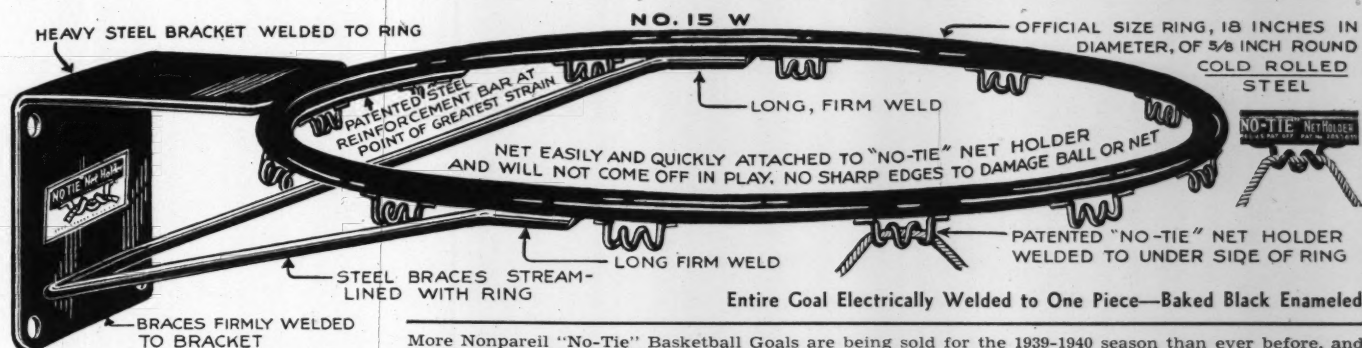
- 1 quart of milk
- 2 servings of fruit—one fresh rye, corn or wholewheat bread
- 3 vegetables—one must be served raw, as in a salad, one leafy and one a root.
- potatoes
- 3 pats of butter
- eggs—two; alone or in some food
- meat (beef or lamb recommended) or fish once daily
- wholewheat cereal once daily.

In general, the coach should see that the young athlete gets *enough* of the right food to supply all his energy needs. A daily diet for the home training table follows: *Breakfast*, fruit or fruit juice (pineapple, orange), cereal and cream, egg, toast, milk. *Lunch*, vegetables, bread and butter, dessert, milk. *Dinner*, soup, one portion of meat, fish or poultry, vegetables, salad, dessert.

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Distinctive design, excellent quality steel, thorough skilled workmanship, superior finish and exclusive special features place Nonpareil "No-Tie" goals definitely out in front in modern basketball goal making. The diagram below illus-

trates various details of one of the five different "No-Tie" numbers, all equipped with the Nonpareil patented "No-Tie" net holder, itself acclaimed the most notable recent improvement in basketball goal construction.



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POST-GRADUATE SCHOOL OF FOOTBALL. Edited by Heartly "Hunk" Anderson. Five Reels, 16mm. silent. Detroit: Detroit Film Labs., Inc.

THE Detroit Film Labs.' latest release is one of the most comprehensive films ever produced for football coaching purposes. It consists of five reels of 16mm. silent film covering the basic fundamentals of individual and group training. Since more than a hundred of the greatest professional players make up the cast, it can't be beaten as a practical and inspirational method of demonstrating correct football technique.

The first reel is largely devoted to the essentials of training, illustrating the importance of foundation or groundwork fundamentals. Calisthenics, grass drills, and blocking and tackling exercises are some of the subjects covered. Reel two consists of group work. The fundamentals of position play are shown from many angles; by individual demonstration, in group practice and again in formation. In this part, there are some splendid examples of blocking, tackling and ball-carrying techniques.

The aerial game is covered in the next reel. A vast array of the best passers and receivers in the pro game show their favorite methods of gripping, passing and receiving the ball. Reel four, on kicking, illustrates the essentials which every kicker must learn in the kick-off, the punt, the place kick and the drop-kick. The final reel is devoted almost entirely to the execution of plays. The plays shown are run from the basic formations.

Many of the important sequences throughout the film have been produced in slow motion to permit close detailed study. The film will unquestionably prove of great value in teaching, training and developing players.

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(Continued from page 7)

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By giving the schedule makers 365 shopping days to next Thanksgiving, the President assuaged a lot of ruffled feelings. But the calendar makers are still breathing fire and fury. They've got millions of 1940 calendars on their hands with Thanksgiving Day designated as the last Thursday in November. They now want to give Thanksgiving Day back to the Pilgrims.

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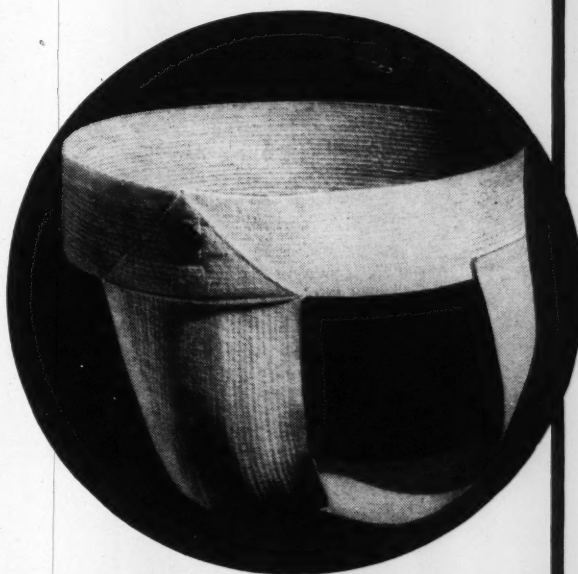
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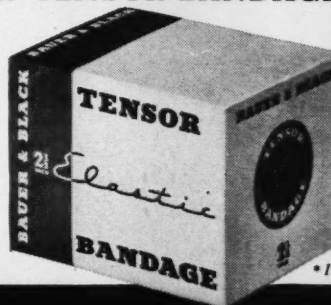
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